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ABSTRACT

Intended to review the recent professional developments in public relations as they are documented in the literature and to explore the implications of these developments for public relations education in Canada at the university level, this thesis is in six chapters, as follows: (1) Introduction; (2) Defining Public Relations; (3) Current Public Relations Education and Curricula; (4) Current Developments in the Public Relations Practice; (5) Current Implications for Public Relations Curriculum in Canada; and (6) Conclusions and General Observations. Two tables are included; 39 references and two appendixes (containing a comprehensive definition of public relations and the public relations program sequence at Canada's Mount Saint Vincent University) conclude the thesis. (SR)

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Current Developments in Public Relations and a Review of their Implications on Public Relations Curriculum in Canada

Sandra Judith Abiola Wills

A Thesis

in

The Department

of

Education

Presented in Partial Fulfillment of the Requirements
for the Degree of Master of Arts at
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ABSTRACT

Current Developments in Public Relations and a Review of their Implications on Public Relations Curriculum in Canada

Sandra Judith Abiola Wills

In recent years, several writers on public relations have noted developments in the field that might have implications on public relations education at the university level. This thesis reviews and analyzes those developments as presented in the literature. The analysis is grounded in a dialectical logic. After describing the developments in the field, the thesis identifies the implications of these developments that might effectively modify contemporary public relations education: The developments the thesis considers concern management, research and an overall expansion of knowledge in the field. These recommendations of this thesis, therefore, will be responsive to major developments in the practice of public relations as identified in the literature.

The results of the analysis focus in the area on curriculum and suggest specific changes in public relations curricula. The results further suggest that the effectiveness of public relations education in preparing people for practice will rely upon continued studies of areas undergoing development and educational programs.

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INTRODUCTION

Aim of thesis

The purpose of this thesis is to review the recent professional developments or issues in public relations as they are documented in the literature and to explore the implications of these developments in public relations education at the university level. In this introduction, three purposes are served. First, the introduction offers a description of the method of analysis that has been used to explore the recent developments in public relations and assess the implications of these developments on public relations education. Second, it reviews the literature included in the thesis; and third, it presents an outline of the thesis with a brief review of each chapter.

Before moving onto the description of the method of analysis, however, it should be noted that public relations is a profession that has been in a continual state of development. The literature, for instance, provides an historical account that punctuates each decade with the general acceptance of concepts that add to the profession's body of knowledge, skills and tools. These developments, as they occurred, modified the nature of public relations while they served to expand the scope and social significance of the profession. The fact that these alternatives of the field could conceivably affect educational programs to train public relations professionals was not considered in the literature. Discussions tended towards establishing the foundation of public relations education. Thus the focus was on basic issues such as determining an appropriate philosophical foundation for the educational programs, regulating teacher training and reviewing textbooks. Immediate concerns did not hold the same urgency. Until recently, discussions in the literature could be found regarding the implications of contemporary developments in the profession on education. However, individual papers or articles tend to focus on one development or issue, to assess the implications for public relations education. No overall viewpoint has been provided. This dilemma is the inspiration of this thesis which attempts to gather into consideration all current developments or issues, and their effect on public relations education.

Description of method of analysis

The method used to analyze the developments to determine their impact on education takes the form of a discussion of the new issues as they are affecting the practice and nature of public relations.

This method of considering different elements (the new issues) with regard to a central subject (the practice and nature of public relations) follows a dialectic approach. In this thesis for instance, the history, evolution and definition of public relations that are found in the literature are treated as the central subject. The developments or issues in public relations during the last ten years that are gathered from the literature are discussed as they relate to the central subject with the ultimate goal of illuminating how these new issues affect the profession. Subsequently, an altered practice emerges. This new practice is then discussed as it relates to a new central subject, that of public relations education. This is an effort to illuminate the implications that the new issues or developments have for public relations education.

The dialectic analysis allows one to get a global perspective on a subject. It allows more than one perspective to be brought into the discussion on a central subject and helps identify the areas of common ground. The nature of this analysis closely resembles a qualitative analytical tool called the new philosophy of science. Among writers in education research, it has been strongly advocated as an effective research method for education. Harold Brown is one of the strongest advocates of this tool. He is also supported by Macmillan and Garrison (1984). In order to further illuminate the dialectic logic that has acted as a catalyst for the method of analysis used in this study, a review of Brown's ideas on the philosophy as applied to studies in education is conducted.

In its original application as a research tool in the sciences, the new philosophy of science is used as a tool that enables the researcher to understand the connection between theory and physical reality in a way that differs from the traditional, empirical approach in science. Empiricism embodies the concept that the data from objective observations in research adds to bodies of knowledge by proving or disproving a theory. Traditional scientific inquiry says relevant knowledge comes from individual concrete experimentation done without consideration of the outcomes of experiments in the past or the likelihood of future developments.

Brown says that scientific inquiry should involve more than independent experimentation. He purports that scientific knowledge develops within a framework that precedes, guides and interprets all observation. As such, scientific theories precede research, give meaning to research, guide research and interpret the observations so they become meaningful. Hence, unlike the objective observation of the empiricist tradition, Brown essentially purports that in scientific inquiry "the theories that a scientist holds. . . determine what he observes in the course of his work" (Brown, 1977, p. 83). Observation under the new philosophy of science is theory-laden rather than theory-free. As "theories confer meaning on experience" and "meanings are the objects of significant perception", the link between theory and observation is meaning.

Due to this theory-laden notion in scientific inquiry, the development of scientific theory is a continuous discussion then of observations made meaningful by theory and alternately giving meaning to theory or changing a theory (if the observations indicate the need). Scientific inquiry becomes a series of interrelated rational debates. Brown contends the debates require the dialectical logic as the "instrument for analyzing both the relations between successive theories and the actual research process" (Brown,1977, p.134).

The primary function of dialectical logic is an especially important element to consider in understanding the method of analysis chosen for this study on public relations education. In the new philosophy of science, the function of dialectical logic is "to change the relation between new scientific discoveries and the existing body of scientific knowledge and problems in the context in which these discoveries were made" (Brown, 1977, p.132). The dialectical form of logic, then, considers the discovery within the context of science history. It is a process that also enables the researcher to judge a concept in relation to another, all within a common framework.

As an analytic tool of research trends in education, the new philosophy is effective because the subject of research education suits the kind of inquiry the new philosophy uses. The new philosophy places the trends which are bounded by an established body of knowledge that directs and limits the inquiry, and interprets the results.

As a model for analysis of new trends in public relations, the new philosophy is also an appropriate tool. In order to carry out a dialectical analysis of the new developments in public relations in this study and their implications for public relations education, several developments and implications have been gleaned from the literature. By using a dialectically-based analysis, the conceptual similarities and differences among the various issues are revealed. Subsequently, an overall review for contemporary public relations education will present itself.

This qualitative analysis allows for reflection on the meaning of the trends as they relate to the profession and public relations education. As a means for studying the expansive subject of this thesis, the qualitative research paradigm chosen in this analysis lends itself to a holistic perspective in a way that a quantitative method could not. (The empirical emphasis of a quantitative study would narrow the research problem too much.)

The Literature Review

The literature on recent developments in public relations and on public relations education published in this decade was acquired manually and also through a computer search. A manual search for literature on public relations was conducted among the periodical indexes for material published from 1980 to present.

For this thesis, the literature search was conducted under the subject heading of public relations as well as several subject headings that relate to public relations. Altogether, the subject headings reviewed as potential sources of literature included the following: public relations, public relations as a profession, public relations consultants, public relations departments, public relations ethics, public relations firms, public relations personnel, public relations research. Occasionally, some subject headings included references to other potential sources of literature on the profession which included the following subject headings: advertising, business communications, business-press relations, communications, communications in industry, corporate image, management - public relations, press relations, and publicity.

In order to support the literature gathered manually, a computer search was also conducted to find literature published in the last 10 years. The literature was retrieved from various sources including ERIC, papers at conferences, articles in journals on public relations, education and business.

Finally, to support the information gathered from the searches, literature was attained from the Director of the Public Relations Program of Mount Saint Vincent University. This is the only university in Canada that offers a Bachelor's degree in public relations.

In outline form, the thesis proceeds as follows.

Chapters Two and Three establish the framework within which the analysis of the recent developments is conducted. In chapter two, a working definition of public relations is provided from a review of the literature. In addition, the history and evolution of the profession is recounted in order to put the present definition within a framework of its own. The review of the history and evolution should also indicate the events that led to its present state as described in the definition. It is an attempt to enable the reader to develop an understanding of how past developments in the profession continually altered its existence as it affected the knowledge, skills, and tools of the profession. The review is an attempt to convey the idea that the very nature of the profession to date has been dynamic.

The description in Chapter Three of public relations education as it exists today also provides a frame of reference for the analysis as well as for the reader unfamiliar with public relations. This chapter reviews aspects in education that provide an overall picture of the state of public relations. In order to provide this information, there is included a review of the types of programs available and in what institutions. There is also an attempt to provide an idea of the extent to which public relations is accepted by academics and students alike by reviewing the number of institutions, programs, and students endeavouring some academic activity in public relations.

A section of the review of public relations education also takes into account what has become regarded as the basic structure of public relations programs at the university level. This is an important element in setting the framework for the analysis of the recent developments in the profession because the structure of the programs is the area that has been revealed to be most influenced by significant professional developments. This section of Chapter Three attempts to make clear such structural elements as the public relations curricula commonly found in most programs as well as the basic objectives and aims of most public relations programs.

With the professional and educational frame of reference set in Chapters Two and Three, Chapter Four reviews the recent developments found in the literature regarding public relations, its body of knowledge, skills, and tools. In this chapter, the analysis of these developments aim to reveal how they may have altered the practice of public relations. Literature is used to provide evidence to support conclusions from the analysis.

In Chapter Five, the recent developments of public relations and hence a modified practice of public relations, is explored against the backdrop of contemporary public relations. The literature is used to provide evidence to show whether the developments are addressed in the current public relations curriculum in Canada. In Chapter Six, the final chapter, there is a discussion of the results of the analysis and the implications they hold for public relations education.

CHAPTER TWO

Defining Public Relations

The first part of this chapter reviews the development of a definition of public relations that comes from the literature. The second part of the section offers a perspective on the evolution of the field from its beginning as a profession up until the last decade. The purpose of this chapter is to provide the information that will give the reader a frame of reference for the discussion later in this thesis on the developments in public relations and the review on public relations education.

Public relations is a dynamic profession as is indicated in a review of its evolution. It is also a relatively young profession. In fact, it has only been in the last few decades that public relations has become regarded as a profession. Before this time, it was mostly looked upon as a trade, if that much. More often than not, public relations was associated with publicity carrying along with it the implication that public relations was a way to get free advertising. According to most accounts of the history and evolution of public relations, this association is not wholly unfounded. Indeed, as the latter part of this section on evolution indicates, the concept of publicity played an important role in the development of the field, the practitioners of which still use, in their daily work, the skills needed to publicize an event or person or place. Generally, however, public relations had become more than a practice in publicity by as much as 50 ago years (Wright, 1939, p. 46). It also now demands more in the way of skills and knowledge than it did 50 years ago simply to keep up with the technical and structural changes in society.

The field, not surprisingly, is regarded as a profession by the people who work in it (commonly referred to as practitioners or public relations professionals). However, there are several additional reasons why, as the second part of this section on evolution illustrates, public relations has become a recognized profession in the view of the general public. Briefly, this acceptance can be attributed to the fact that during its developmental years, universal standards, procedures, and ethics, characteristics that are used as yardsticks to define a profession, merged from different places to form what became known as public relations. Moreover, business, along with various institutions and groups, have accepted public relations as a necessary part of its existence which has lent a certain amount of credibility to the people working in public relations.

Working towards a definition of public relations

A review of the literature that traces the various definitions of public relations since its early stages makes evident that the definitions aimed to fulfill at least two needs. For one, a definition could help advance the field towards professionalism and secondly it could clarify the field's limitations and parameters not only for professionals but for establishing its role in a social setting, thereby allowing it a rightful place for development in the future. Insofar as a definition works towards the advancement of a field, it is clear that when a comprehensive definition of a field is established, it provides a conceptual framework in which professionalism can develop. To achieve a level of professionalism as defined by Hall, for example, a comprehensive definition of the field essentially must set out the purpose of the field, the body of knowledge it represents, and the unique skills it requires. Hall, for instance, in order to establish some means of measuring professionalism, has isolated what he calls the common dimensions that professionals of a field share (Snizek, 1972, p. 109 - 114). By use of these dimensions, Hall, who is supported by Snizek, contends that the level of professionalism can be determined (Snizek, 1972, p. 109 -114). Quite clearly, then, a definition of the field is necessary in order to apply Hall's dimensions. In order to illustrate the need for a definition, the dimensions are examined as follows:

1. The use of professional dimensions of professionalism such as standard values, beliefs and identity as a reference for someone in a profession (Snizek, 1972, p. 109). (Professional dimensions in the form of standard values, beliefs and identity can only be limited by a clear

definition of the profession.)

2. The evidence of a belief in the value of a profess)on and the benefits it brings to a society (Snizek, 1972, p.109). (Belief in the value of a profession is incomplete, if not impossible, unless the functions and administrations of the professions within a society is clearly defined.)

3. The existence of some body of authority within the profession that can provide some form of regulation (Snizek, 1972, p.110). (That which is unclearly defined cannot be regulated because no sphere of knowledge, skills or ethics could be used to glean the necessary standards to regulate the professionals.)

4. The existence of a sense of calling to the field in which someone chooses to make a career in order to satisfy an inner need and not simply to acquire a salary (Snizek, 1972, p.110). (What a field will provide for an individual psychi cannot be known if the field remains incomprehensible for the most part.)

5. The feeling of autonomy to carry out tasks in a manner free from interruption (Snizek, 1972, p.110). (Certain professions, by their nature, require its members to be interdependent on each other. Other professions require solitary work. And sometimes there is a balance between dependence and independence. However, the standard level of autonomy in a field can only be determined when a definition of the body of knowledge is established and more importantly, what skills are needed. These skills will play a significant role in determining the dependence level.

More than paving a way towards professionalism, a definition also helps clarify a field and its place in society thereby establishing a base from which the profession can develop in the future when change is necessesitated by a changing society. However, when writers on public relations began to work towards a definition, for example, they were not wholly interested in setting a foundation. They were concerned primarily with using a definition to eliminate the misconceptions that existed about the field. As Pimlott tells us of the time in the 1950s: "Much that public relations leaders would acknowledge as public relations is done by other names: they would disown much that is called 'public relations`" (Pimlott, 1951, p. 4). Generally, public relations was not regarded even as a trade because to many observers, it seemed to require no skills. Not surprisingly, these assumptions led to the perception that there were minimal standards and techniques in the field which put under question the ethics and credibility of people who worked in it. Cline, for instance, has found that the issues of morality and credibility were particularly at risk. In a study conducted to review the image of public relations in mass communications, the results support this notion (Cline, 1982, p. 63 - 72). The kind of perception Cline refers to is illustrated as follows:

> Public relations is dangerous. Publicists do not often lie, but telling half the truth is an integral part of their business, and stretching the truth is not uncommon. Moreover, they do it in secret; their work does not carry the unspoken caveat emptor of paid advertising (Cline, 1982, p. 64).

Other writers like Cutlip, Center, and Simon agree that negativity experessed in the above quote surrounded the field. In fact, writers like Simon believe that the misconceptions were so predominant that a definition of public relations could not alter them, even if that definition was regarded as precise and comprehensive by the people in the field (Simon, 1978, p. 5). Cutlip and Center have suggested that at one point, writers thought that efforts to draft a definition of public relations was a futile exercise. This sense of futility, according to Cutlip and Center, led to a general avoidance of the whole issue of a public relations definition . Writers instead tried to call the field by another name. This explains the existence of titles such as Public Affairs, Communications, Public Information, and Corporate Affairs (Cutlip and Center, 1978, p. 5). However, this exercise did not diminish the misconceptions about the work done in public relations since the new titles did not make any clearer the tasks: There still was no "truth" per se to differentiate fact from fiction.

The writers in public relations had to define the field in order to take the steps towards professionalism and to establish the profession in a social standing that allowed for growth. The first attempts at putting a definition to paper began as much as 50 years ago which writers such as Brody (1985) and Walker (1984) contend has made it a significant period in the development of the field. These first attempts appropriately reflected a field that was relatively simple but they still did not provide an adequate indication as to what were the actual functions of the field. In an effort to attain conciseness in the explanation, these drafts first appeared in the forms of slogans and phrases. Cutlip and Center found some of these in their research (Cutlip and Center, 1978, p. 5). Public relations was: "Good performance, publicly appreciated" and "the engineering of consent". Though these slogans conveyed the essential purpose of public relations, they clearly did not provide a comprehensive look at the field no matter that public relations was at a simple stage of development (Walker, 1986, p. 29).

Since that time, other definitions were developed. Writers continued to come up with definitions which were more comprehensive. They also, however, drafted new definitions out of a necessity to replace old definitions that were no longer wholly accurate because of the continuing evolution of public relations. The development of new definitions for this last reason is not uncommon. Bucher and Stelling (1978) contend that professions continually evolve, so quite reasonably, writers create new definitions in the fields during its various stages of evolution. In public relations, there has been with each new definition, however, a particular emphasis on devising a definition that offered substance by way of presenting a body of knowledge, skills, purpose and standards in the field. The task later became especially complex since not only did the definition have to provide an indepth understanding for the reader, but the field itself became more complex as well. Clearly, it became a monumental task for any one person. Subsequently, the task of engineering such a definition was battled out in academic journals and assigned to task forces and foundations. These actions produced definitions that found consensus among writers, academics and the people working in the field. Writers such as Cutlip and Center, however, contend that the definition provided by Harlow below is best representative of the field as it existed in the last decade:

> Public relations is a distinctive management function which helps establish and maintain mutual lines of communication, understanding acceptance and cooperation between an organization and its publics; involves the management of problems on issues; helps management to keep informed on and responsive to public opinion; defines and emphasizes the responsibility of management to serve the public interest; helps management to keep abreast of and effectively utilize changes, serving as an early warning system to help anticipate trends; and uses research and sound ethical communication techniques as its principal tools (Harlow, 1976).

This definition, in its emphasis on two-way communications between the organization and its publics (employees, consumers, government, business communities and the like), suggests a central premise to the workings of the profession. This premise is that public relations must present an honest view of the organization it represents. As a distinctive management function, public relations presents the complete personality of the organization including its favorable as well as its unfavorable facets. Writers like Center and Walsh support the notion that a practitioner cannot sustain a favorable public image for an organization while it produces deficient products or inadequate services (Center and Walsh, 1981, p. 1). Following this argument, Cutlip and Center add that honest representation of an organization, even one which is faltering in performance, reflects competence in the source of information and instills a sense of trust in the receiver of the organization's messages (Cutlip and Center, 1978, p. 209). Citing Bok, Culbertson concurs that misrepresentation and other dishonest practices inevitably lead to mistrust and cynicism which, as Cutlip and Center have said, would block any future development and acceptance of the profession (Bok, 1979).

The Evolution of Public Relations

While this section reviews only the past 50 years of public relations, it should be noted that the beginnings of the field have been traced to the 17th century. Writers claim that the period marked a time when there existed a number of communication techniques which eventually evolved in coincidence with the development of other tools until all the elements became recognized as belonging to one field. In fact, Cutlip and Center say that Harlow's reference to the monitoring of communications regarding public opinion was evident when Samuel Adams tried to arouse if not organize public opinion during the Revolutionary

War (Cutlip and Center, 1978, p. 68). Nevins, who called this "history's finest public relations job" adds that techniques which were used during that period are used today, including tools such as newsletters, lobbying and communications planning. None of these elements, however, worked together in one specialized function so as to be regarded as part of a trade or a profession. This acknowledgment occurred by the 1930s.

By the 1930s, public relations had become a recognized discipline which required people in it to have certain skills and knowledges in common, a condition of which, writers like Hall (as we have already seen) contend is an indication of professionalism. Some of these skills meant using the tools of communications that were evident in the revolutionary war including the newsletter, lobbying and communications planning. However, what finally molded these individual elements into one discipline was the recognition that these elements combined provided a function that no other discipline did. Thus, what emerged during this period was a distinct discipline. Along with it came a conception of what this discipline could attain, at least at a theoretical level. The discipline of public relations was seen as a means of using communications techniques as a way of creating policies for business that would reflect public good will. In this conception, the tools became one small part of the field and the emphasis of the discipline was to establish solid corporate policy (Wright, 1939, p. 47). Wright, in his book outlining the role of public relations for business at the time, cited specialist T.J. Ross to comment on this notion:

> Public relations is primarily a matter of policy.

> It calls for a point of view. It first asks the question: What are the policies which govern the conduct of this business? Are they sound? Will the public approve? . . . Thus the first task of anyone concerned with the public relations of an industry is to look not outside to the making of statements to the public, but inside to what it is done; to the attitude of the man at the top and the influence of his personality on the business. Unless industry has that conception, printers' ink, the radio, the platform, and the screen are futile. Only with a sound policy established and followed can publicity function successfully in interpreting business to the public (Wright, 1939, p. 46 - 47).

Part of this emphasis on sound policy and the consideration of public interest has been said to be the result of the public's overall mistrust of enterprise at the time. Writers point out that the 1929 Wall Street crash still had its ramifications on the economic state and business. Wright asserted in his book that the public held conceptions such as: "employees are underpaid, executives are overpaid, the salary of the boss comes out of the pockets of the workers (Wright, 1939, p. 19).

By the accounts of writers like Griswold and Griswold, the discipline of public relations by the 1940s was entering a stage that emphasized perfecting its existing techniques and tools and discovering new ones as well. In using these elements in most public relations work, a basic pattern emerged for public relations planning. This was evident in the generally accepted four-step theory which had evolved in the field. Griswold and Griswold documents the steps as such:

> The first is the employment of scientific study to discover what are the public relations problems and what are their proportions. The second is the adoption of sincere policies of management on which a sound program can be based. The third is the drafting of a detailed program and the execution of it in a way best calculated to earn public approval and support. The fourth step, which meets with more management resistance and timidity than any of the others is telling the public relations story in frank and convincing terms to all interested publics (Griswold and Griswold, 1948, p. 12).

To be certain, most of the techniques discussed by Griswold and Griswold above, existed a decade earlier, but what did not exist was the clear grouping of the techniques into steps and procedures. What was also a new emphasis was the concern for honesty and clarity in the discipline. Also, in the 30s, writers like Wright asserted that public relations had a necessary place with management in order to facilitate the public relations task of helping to establish sound corporate policy. However, it was only in the 40s that the discipline began to be recognized by business itself as being a management function. Perhaps, as Griswold and Griswold put it, the recognition that public relations was necessary for good business, was partly a result of a new concept of business responsibility. The authors claim that at this period, business began to accept the notion that it had to operate in the public interest in order to survive (Griswold and Griswold, 1948. p. 11). This notion of business responsibility along with the recognition of a public relation`s role in business led to a new definition of public relations. The new definition encompasses the whole function in a more concise way than did the definition provided by Wright:

> Public relations is the management function which evaluates public attitudes, identifies the policies and procedures of an individual or organization with the public interest, and executes a program of action to earn public understanding and acceptance (Griswold and Griswold, 1948, p. 5).

The above definition also came when the discipline was gaining increased recognition in the academic milieu. During this period, several educational institutions offered courses in public relations. One documentation cites nearly one hundred colleges and universities in the U.S. that offered courses by the late 1940s (Griswold and Griswold, 1948, p.15). The content of these courses included the principles and practices which underscored the evolved standards and procedures such as the four-step theory discussed earlier. The almost sudden surge of new courses introduced a new notion about the training of professionals for the field: That "sound academic training affords the best background for leadership and outstanding accomplishment in the profession" (Griswold and Griswold, 1948, p. 16).

In coincidence with this emergence of public relations in the schools was the organization of professional organizations. Most notable at that time was the creation of a national group called the Public Relations Society of America as a result of the merge of two professional groups. Also organized on a national basis was the American Public Relations Association. These two groups, along with the Canadian Public Relations Society and other local individual organization of the field, set for its members common purposes and started efforts towards the adoption of professional standards. Moreover, these groups began concentrated efforts towards defining themselves for the general public in terms of the philosophy, function, tools, and practices of the discipline.

These efforts towards public acceptance continued in the 1950s with a basic aim of having the discipline recognized as a profession. This effort was manifest in the attempts of some writers like Pimlott, to establish criteria by which to judge whether a group can be regarded as a professional group. Pimlott's four tests included the following:

> (1)The members of the group should
> pursue essentially similar activities, based on

> a body of knowledge or techniques which can be identified as their (the group's) own specialty. (2)They should themselves be identifiable: it should be possible to say who does and who does not belong to the profession. (3)They should be organized, if only to set common standards for recognition and ethical practice, and to give some guarantee that they will provide the public with service of high quality, performed out of a sense of social responsibility as well as for private gain. . .(4)They should feel that they are a profession . . . (Pimlott, 1951, p. 10).

By these criteria, however, public relations practitioners could not be called professional in the 1950s though they did exhibit some characteristics that Pimlott outlined in his criteria. For one, there was evidence in the proliferation of organized groups, that the practitioners realized there existed common purposes and interests among them. Moreover, they continued the work started in the 40s to establish standards of principles and theories. On the other hand, Pimlott (1951) tells us there were also developments of new areas of concern including discussion with regards to ethical and technical standards. These new and old concerns slowly became integrated in the literature so that by the end of the decade, books on theory and practice represented a common body of knowledge. Consequently, the literature accumulated by this decade also represented a certain uniformity of thought and practice.

This literature also served to bring awareness to the fact that public relations was a discipline that had wide application. Its theories and practices could be applied outside enterprise to groups such as government, labour unions, educational institutions, hospitals, and other non-profit groups. This realization in fact, was brought to the fore by the beginning of the 1960s when controversies and uproars in various institutions led leaders of the organizations to see the value of employing a public relations person skilled in interpreting the interests and facts of one group to another. By the mid 60s, more than 40,000 people in the United States worked in public relations, while there existed more than 1,500 public relations agencies (Hill, 1963, p. 150). Hill, however, argues that the growth in numbers is not as significant as the increase in importance public relations had at the management level (Hill, 1963, p. 150). Hill cites a survey conducted in 1962 by Columbia University, which reported that 80 percent of the 182 participating corporations believed the function of public relations was " growing in importance" (Hill, 1963, p. 150.). Also indicative in the survey was that public relations operated at the management level helping to set corporate policy and the like.

The management function reaffirmed efforts continued from the earlier decade towards establishing the discipline as a profession. The growing emphasis on management coupled with the growing number of agencies as discussed above helped to promote even further a need for standards in procedures that could be accepted as universal. Hill suggests that these reasons may account for the relatively new concept of the time, to hire college-educated people for public relations work. "Four years of college," he wrote in '63, "have become virtually mandatory" (Hill, 1963, p.151). According to Hill, the course work for a qualified public relations professional covered areas including journalism and public relations, in addition to courses that would provide an appropriate background to work in the field such as economics, modern languages, philosophy, public affairs and other social sciences (Hill, 1963, p. 152). Hill added also that courses in law, business administration and corporate management were advisable (Hill, 1963, p. 152).

The Administration and Function of Public Relations

Insofar as Harlow's definitive statement gives a good idea of what public relations has evolved into by the end of the 1970s, it does not delve into the actual daily practices and procedures of the field. Thus, in order to acquire a grasp of the actual administration and function of public relations, there is a necessity to further examine the profession. One way of examining these administrations and functions is by looking at the profession from two viewpoints provided by Cutlip and Center known as the operating concept and the specialized service function. These ideas are explored below.

The Operating Concept. Cutlip and Center use the term, Operating Concept, to identify at what level public relations operates in an organization. This is an important element which partly influences the effectiveness of public relations because, in effect, the operating concept helps define the role public relations will play in an organization. The authors explain that the operating concept defines how management views the operations of public relations; whether they see it as an integral part of management or as a service to management. Normally, the concept is manifest in written policies which Cutlip and Center contend is an important step in formalizing to what extent management is committed to public relations.

For the part of the authors, the operating concept for public relations by the late 1970s was seen as an integral part of management and public relations, therefore, "operated" at a management level (Cutlip and Center, 1978). Fox supports Cutlip and Center's view of public relations' role in the organization. He cites, for instance, the fact that as much as 50 percent of a Chief Executive Officer's time is spent in public relations areas like work in a social responsibility program, issues management, government relations, regulatory matters" and the like (Fox, 1983, p. 14). Thus, according to findings such as these, Fox reasons that the public relations department is not only an integral part of management, but that in many cases, its consideration shapes the activities of senior management.

Where Harlow, as we have seen in his statement on public relations, implicitly writes that public relations is a management function, other writers come to support the notion including Hammond and LeClair (1979) and Center and Walsh (1981).

The Specialized Service Function. Following Harlow's definition of public relations, the specialized service function gives a picture on the actual functions of a public relations person and department as well as what tools are used to carry out these functions. The specialized service function identifies a four-step process that includes research, planning, communication, and evaluation (Cutlip and Center, 1978, p. 139). These steps require the use of various skills and "tools" which the professional needs to attain public relations objectives. These tools are listed in the following sections that cover each step:

1. Research and Evaluation

While research involves the gathering of information about public opinions, concerns and problem issues and evaluation involves the analysis of the public relations programs, both require the use of similar methods. In research, as in evaluation, the professional must be acquainted with the tools used. These methods are listed below.

Informal Methods

Personal contacts
Idea juries, panels
Advisory committees
The ombudsman
The call-in telephone line
Mail analysis
Field reports
Media reports

Formal Methods

Cross-section surveys
Survey panels
Depth interview
Content analysis
Mail questionnaires
Semantic differential

(Cutlip and Center, 1978, p. 151 - 159)

According to Cutlip and Center, these methods enable people in public relations to use well-founded information to minimize the risks that they incur during the decision-making process (Pollock, 1983, p. 17).

2. Planning

In the area of planning, public relations borrows a traditional tool from the discipline of management. Public relations uses what is known as a Strategic Analysis, a tool not infrequently used in the business planning proceess. The strategic analysis provides the framework of a communications plan. The Strategic Analysis will commonly resemble the following model:

Strategic Analysis

I Analysis:

Objectives

(of the plan)

Alternatives

(or different routes available to attain the objectives)

Risk-Benefits

(what are the strengths and weaknesses of the alternatives)

Consequences

(what are the possible scenarios)

Decision

(what is the best alternative)

Tasks

(what tasks must be carried out to meet the objectives)

II Proposal:

Vehicles, media

(what are the most appropriate tools needed for the chosen alternative)

Talent

(what kind of talent is needed to bring to these vehicles)

Costs

(what will the costs be)

Approval:

Commitment

(To what extent is the group committed to the plan)

Support

(is management supportive)

Participation

(who will participate)

(Cutlip and Center, 1978, p. 68)

3. Communications

There are several communication tools used in public relations. He must first understand the nature of communication and such theories as the Katz-Lazarsfield two-step flow theory, and the concentric-circle theory and the diffusion process (Cutlip and Center, 1978, p. 194). This knowledge will help him to know which of the various vehicles available in communications suits his needs. These vehicles can be divided into external and internal categories. These vehicles are presented below.

Internal Methods	External Methods
House publications	Institutional advertising
(magazines, newspapers,	Meetings
pamphlets, booklets,	Annual Reports
annual reports, manuals,	Speakers bureau

newsletters, bulletins,
books)
Printed speeches
Bulletin boards
Posters
Information racks
Billboards

Telephone newslines
Public address
Motion pictures
News film clips
Closed-circuit advertising
Cable TV
Displays and Staged events
Posters
Billboards
Information racks

(Cutlip and Center, 1978, p. 232 - 56)

With the emergence of high technology, the person in public relations must be more than familiar with the vehicles above and how they are best used. The diverse applications of high technology has begun to affect the production of various kinds of publications and consequently the job the public relations person will do. For instance, it is possible to design a whole issue of a publication on a computer terminal and send the design directly to the printer's computer when only a few years ago this process would have had to be done by hand at a considerably slower rate (Fleming, 1985, p. 1 - 3). Changes such as these, as will be seen, will affect the expectations of the public relations professional and his or her training.

CHAPTER THREE

Current Public Relations Education and Curricula

This chapter on current public relations education and curricula has two aims. The first aim is to provide an overview of the status of public relations education. As such, part of this chapter reviews the current programs available in North America, the number of programs available, as well as the type of institutions that offer public relations programs. The second aim is to review the curriculum research and models that have influenced the current public relations curricula in educational programs. This section of the chapter also attempts to show to what extent these constructs have influenced the curricula by examining the standard curricula of programs in Canada. The purpose of this chapter is to provide the reader with a frame of reference for the discussions in Chapters Five and Six on the implications of developments in public relations on current public relations curricula.

An Overview of Public Relations Education

A review of current public relations education in North America involves a comparison between what is offered in the United States and what is offered in Canada. The programs offered in these countries stem from the same research, educational theories, and curriculum models. Therefore, in the interest of presenting a comprehensive review of the state of public relations education, ideally the state of education as it exists in both countries should be taken into account. A comparative examination brings forth the similarities that are present in public relations education in the two countries. The most common similarity lies in the type of programs offered. At the same time one can see the vast differences that exist with regards to the number of programs available, the number of institutions offering programs and the number of students enrolled in the programs.

In the United States, public relations education began as long as 50 years ago (IPRA Education and Research Committee, 1982, p. 2). There were no programs at that time and education mostly was in the form of the occasional public relations course that was added to the business curriculum. The aim of the course was to introduce the field of public relations to the student. In so doing, a public relations course usually provided a definition of public relations and it added insight to the nature of the discipline by recounting its development. The course also included a review of the skills and knowledge needed for the practice. If successful, the course served as an introduction to the field, but it also indicated the related disciplines that influenced its nature.

Public relations education was not developed beyond that point for some time because the field was not established as a profession. As has been noted in the chapter on the evolution and development of public relations of this thesis, it was in a state of transition and progressive thought was less directed to formalizing training, than it was to moving the field towards professionalism. This transition period, for example, was marked by attempts to deal with basic problems and issues. For one, a universal and comprehensive definition of the field was still being developed. Moreover, the scope of public relations was less broad than it is today. The body of knowledge of the field was limited as were the number of skills thought necessary to work in the practice. The first attempts at developing a code of ethics emerged as organizations for practitioners appeared.

One of the skills thought to be essential for working in public relations at the time was writing. Thus, people considered for employment in public relations were those with strong writing skills like journalists or advertising men. These were the two most common areas from which people entered the field, though they might have come from other communications fields (Osborne, 1984). Once employed, these people learned on the job the other skills that were necessary to carry out functions of public relations. The nature and theories of the field were also new ideas for them to grasp. When they came upon problems, issues, or situations that they had not found in their previous fields, they came away from the experience with a knowledge of the field that was a result of on-the-job-learning. When public relations became more complex over the years, however, it was increasingly difficult for people to use on-the-job-training techniques to keep pace with developments in the field. It was clear that the new skills and knowledge had to be imparted in an effective manner to meet the demands for competent practitioners.

When it became clear that formal training had to go beyond the occasional introductory course, academics began to explore ways of meeting the need for well-trained professionals. A study of the field indicated that though it may have become more complex, communications was still an essential element to understand and know how to do in order to carry out a great deal of the functions of public relations. Formal education for public relations work was at this time being considered in schools of communications or communications related areas. Also, considered as an appropriate environment for public relations education was the business school since public relations work was primarily conducted for business at the time. Hence, the first programs in public relations education were offered in schools of journalism and schools of business. It was not long before there was a proliferation of programs in the United States. And over the years, a tremendous growth of public relations programs at universities has continued which is in part due to the fact that business has given great financial support to build programs to improve the skills of their (business) public relations staff and of prospective employees (Osborne, 1984, p. 245).

The result of that tremendous growth continued well through the 70s and 80s. A comparative analysis of three quinquennial surveys conducted by the Foundation for Public Relations Education provides some figures that give an indication as to what extent education has expanded. Between 1970 and 1980, public relations education looked as such: The number of schools in the United States offering programs in public relations increased by nearly 73 percent, while the 2,000 students enrolled in public relations in 1970 increased to 18,000 by the time the 1980 survey was conducted (Walker, 1982, p. 49). The findings of the survey also show a more than 50 percent increase in the number of undergraduates in public relations from 1975 to 1980. The report states the following:

> In 1975, 144 institutions reported a total enrollment of 7,815 undergraduates and 2,373 graduate students in public relations. In 1980, 132 institutions reported 14,284 undergraduate and 3,884 students (Walker, 1982, p. 3).

There are public relations programs offered at the undergraduate and graduate level in the United States. The undergraduate program in public relations prepares the student for admission to the practice (Commission on Public Relations Education, 1984, p. 8). There also exist master's degree programs as well, the first of which was established at Boston University in 1947 (Commission on Public Relations Education, 1985, p. 5). By the late 1970s, the graduate curriculum was developed to allow more extensive career preparation. Today the Commission on Public Relations Education estimates that there are more than 51 institutions that provide graduate core programs in public relations (Commission on Public Relations Education, 1984, p.5). It has been noted however, that there "are substantial differences among the underlying philosophies and curricula approaches (Commission on Public Relations Education, 1984, p. 12). Usually, the pre-requisite for admission into such a program is an undergraduate degree in public relations.

There are also doctoral-level programs which permit or encourage specialization in public relations (Commission on Public Relations Education, 1984, p. 15). According to the Commission on Public Relations Education, the doctoral degree in public relations is a basic research degree that aims to train students to conduct scientific research in the area. As such, the Commission contends that the doctoral degree aims to help advance the field. In a 1985 report, the Commission described discussed this aim:

> The purpose of the Ph.D> program is to help students develop the theoretical and research skills they will need to add to the body of public relations knowledge. A doctoral degree should prepare graduates for academic and applied research positions in major public relations departments, opinion research companies and other appropriate areas.
>
> (Commission on Public Relations Education, 1985, p. 10)

In Canada, the history and development of public relations education does not go back nearly as far as that of the States. Some writers like Osborne have attributed this to two reasons. For one, Osborne notes that schools in Canada did not have the advantage of being heavily subsidized by business (Osborne, 1984, p. 245). More detrimental to the growth, however, is the fact that educators in Canada simply were not willing to view public relations as a credible field which warranted higher-level learning. Hence, Osborne seems to indicate that the lack of funding was inconsequential since academics would not even consider the idea of programs in public relations. He writes:

> Canadian universities and, to a lesser extent, community colleges have been reluctant, traditionally, to recognize public relations as an academic discipline, much less a professional discipline. Hence, its slow development in Canada (Osborne, 1984, p. 245).

Public relations education in Canada at the post-secondary level can be tracked back 15 years at most (Scrimger, 1986, p. 2).

As in the United States, there are undergraduate and graduate public relations programs available in Canada. However, there is a vast difference in the number of programs available. There is only one university in Canada that has a program that leads to a Bachelor of Public Relations. The program, which is offered at Mount Saint Vincent University in Halifax, Nova Scotia, prepares the student for entry into the profession. It was developed in collaboration with a professional organization known as the Canadian Public Relations Society. The Mount Saint Vincent program was established in 1977 and plans are being developed to help open other similar programs. In French Canada, for instance, l'Universite de Montreal offers a BA degree with a major in public relations.

At the graduate level, there is only one public relations program. This program, which began in 1982, is offered at the University of Calgary (Osborne, 1984, p. 244). At the post-secondary level, there are several colleges throughout the country that offer two-year diploma programs. Most of these diploma programs introduce the student to practical public relations by putting emphasis on practical work periods and skill acquirement (Osborne, p. 245). Notable college programs are offered at Mount Royal College in Calgary, Grant McEwan College in Edmonton, Durham College in Oshawa, Humber College and Centennial College in Toronto (Scrimger, 1986, p. 2).

As in the United States, there are plans underway in Canada to develop public relations education at the university level. Efforts in Canada tend to focus on increasing the number of undergraduate programs available as well as expanding the curriculum of some diploma programs. Some of the current trends in education were noted by the Director of the undergraduate degree program at Mount Saint Vincent University:

> There are some new developments. Durham College is moving its two-year diploma program to a three-year program. McGill University's department of continuing education has developed a certificate program in public relations. The Manitoba chapter of CPRS (Canadian Public Relations Society) is working with the University of Winnipeg to develop a certificate program. The University of Western Ontario offered an elective course in public relations this year to its graduate journalism students and the school is seriously considering the

> development of a public relations stream which would be available along side this current specialization in broadcast and print journalism. This is in response to a trend noted by U.W.O. (University of Western Ontario) and other journalism schools across the country - - as many as 20%, in some cases more, of their graduates go directly into public relations work (Scrimger, 1986, p.2).

Similarities between Canada and the United States

A review of the programs in Canada and in the United States reveal that public relations education in the two countries is similar in at least two respects. First, both countries have developed public relations training to a point where it has become increasingly formalized and standardized. As has been shown, institutions in Canada and in the United States offer different degrees of training for work in the field. There are programs that offer certificates, diplomas, undergraduate degrees, graduate degrees and post-graduate degrees (though in Canada, no Ph.D. program offers a public relations specialization).

Second, these programs help to bring the recognition of public relations as a profession by establishing public relations programs in universities and colleges. It is agreed, at least among professionals, that professional training will help attain and hold professional status for public relations (Commission on Public Relations Education, 1984). A report by professionals on public relations education wrote this on the matter:

> It is commonly agreed that to attain and hold professional status, the practice of public relations must develop certain characteristics . . . It must establish a program of educational preparation for the field that assumes certain standards of competency for those successfully completing such a program, and it must limit admission to practice by examination or other ways . . . to those who have the appropriate educational preparation and whose basic competence and adherence to ethical standards is reasonably assumed (Commission on Public Relations Education, 1984, p.3).

Training of practitioners at the university level formalizes the process and helps promote standards of training. Writes Osborne:

> . . . a significant constituency of academics, business executives and public relations practitioners in Canada and in the United States recognizes that the practice of public relations in the 1980s must be used upon the standards and preparatory requirements appropriate to a profession (Osborne, 1984, p. 245).

Public relations curricula:

Current Research and Models

To further explore current public relations education, this section examines the research in public relations education that has led to influential curriculum models.

As in the cases of other disciplines, research in public relations and public relations education can be basic or applied. While basic research in the "hard" sciences involves the examination of natural phenomenon in an empiricist tradition, this is not always the case in public relations research. And though applied research in the "hard" sciences takes the principles (supported by findings in basic research) to test and hopefully improve a condition, this again is not always the case in applied research in public relations. Rather, basic and applied research in the field is "of the type conducted by sociologists, psychologists and other social scientists who try to discover how human beings communicate and interact (IPRA Education and Research Committee, 1982, p. 18). Thus, as in the case of research in the social sciences, research in public relations does not necessarily produce definite statements as a result of testing done inside the laboratory.

In public relations and public relations education, basic original research is conducted by public relations educators and public relations practitioners who commonly conduct one of the following types of research:

1. Research initiated and elaborated by industries or non-profit organizations.
2. Research initiated by industries or organizations, elaborated by research institutions or universities.
3. Research initiated by universities or research institutes, supported by industries, organizations or government.
4. Research initiated by universities or colleges, merely for scientific or education reasons.

(IPRA Education and Research Committee, 1982, p. 18)

Research into public relations education is usually educational. The non-profit organization to which there is a reference is usually represented by a professional group that funds or otherwise supports research. The two curriculum models which will be reviewed in this section are the result of research conducted by such groups.

In the last chapter, it was established that public relations is a young field so there is much room for research. However, research has not gained a central position in public relations (IPRA Education and Research Committee, 1982, p. 20). Ten years ago, the lack of zresearch was attributed to the fact that many public relations educators did not attain the Ph.D. level and were thus not required to do research. Also, having not learned how to do so, they were not capable of conducting proper research (IPRA Education and Research Committee, 1982, p. 20). Though the problem of a lack of training exists to a lesser degree, other factors have influenced the low level of basic research. An international committee on education and research in public relations has attributed the lack of research to reasons that have to do with academic acceptance and training. In a report, the committee noted the following:

> At university level, public relations research has in general not yet been recognised as important or fundamental. The exploration of this field is a very expensive task and only very few people among the academic staffs are capable of designing public relations research programs. Besides that, the profession has not suggested challenging research subjects
> (IPRA Education and Research Committee, 1982, p. 20).

What research that has been done has covered areas that includes curriculum, teacher training, texts, program accreditation and program development, with the bulk of the research being in the area of curriculum. This research has produced two major curriculum models for the undergraduate level which include the IPRA Gold Paper No. 4, entitled "A Model for Public Relations Education for Professional Practice" and a report entitled "A Design for Public Relations Education". The next section of this chapter examines these two models.

A Model for Public Relations Education for Professional Practice

Gold Paper No. 4, the vehicle which is used to present the model, was prepared by a committee of public relations educators and practitioners from all over the world. This committee was made up of members of the International Public Relations Association (IPRA) which sponsored the 18-month long study, which was the fourth in a series of research problems in public relations the association studied. The mandate for the committee on Gold Paper No.4 was to study the current state of public relations education in different countries and subsequently to explore ideal universal standards and curriculum of public relations education. The model that results from this study is really a recommendation for improvement on current education.

The model that resulted from the study included a pivotal aim to link the theoretical and the practical of the field in public relations curriculum (Wright, 1983, p. 4). The model curriculum evolved from that starting point and was presented as a series of three concentric circles. The smallest circle provided the basics of learning the field that included subjects specifically concerned with public relations practice. The second, larger circle encompasses subjects related to public relations in the general field of communications. The third and final circle include the subjects from the general arts and humanities background that are considered essential preparation for entrance into the field (Commission on Public Relations Education, 1975, p. 8). The model for educational syllabi therefore, can be visualized as follows:

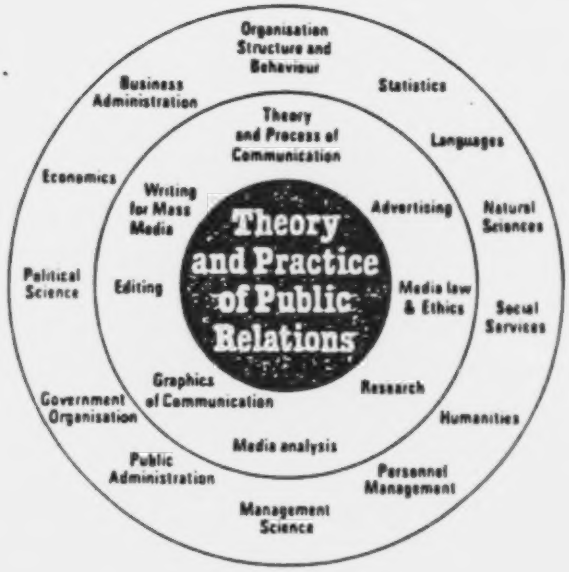


Fig 1
THE WHEEL OF EDUCATION

This model was developed within a framework of a conception of the nature and intellectual base of public relations that was established for the purpose of the study. An exploration of the nature and intellectual base was considered necessary to help distinguish the field as a profession rather than an occupation. Moreover, it layed out the knowledge and skill required for effective public relations practice. For the purpose of the study, therefore, public relations education was considered to consist of courses from all disciplines linked through a common communications core, and not just public relations courses alone (IPRA Education and Research Committee, 1981, p. 5). With volume and breath of these disciplines established in the role to carry out effective public relations practice, the study could attempt to bring educational program into stronger focus (IPRA Education and Research

Committee, 1981, p. 5). The intellectual base for the study was therefore a conceptualisation of various disciplines used in public relations practice.

The identification of disciplines related to public relations would help to complete the intellectual base. Thus, a review of the public relations function was conducted. A review enabled a perspective on the knowledge required to carry out functions and hence from which disciplines that knowledge was derived. The review essentially provided an examination of the nature of public relations. It did so by listing key elements of the practice including where public relations operates, what public relations, and the activities it carries out. Synthesis of the results are as follows:

Professional public relations operates in every sphere of life:

1. Government-national, regional, local and international.
2. Business and Industry - small, medium, and transnational.
3. Community and social affairs.
4. Educational Institutions, Universities, Colleges, etc.
5. Hospitals and Health Care.
6. Charities and good causes.
7. International affairs.

Public relations practice is:

1. Counselling based on an understanding of human

behaviour.

2. Analysing future trends and predicting their consequences.

3. Research into public opinion, attitudes and expectations and advising on necessary action.

4. Establishing and maintaining two-way communications based on truth and full information.

5. Preventing conflict and misunderstandings.

6. Promoting mutual respect and social responsibility.

7. Harmonising the private and the public interest.

8. Promoting good-will with staff, suppliers and customers.

9. Improving industrial relations.

10. Attracting good personnel and reducing labour turnover.

11. Promotion of products or services.

12. Maximizing profitability.

13. Projecting a corporate identity.

14. Encouraging an interest in international affairs.

15. Providing an understanding of democracy.

A typical public relations activity will have four parts:

1. Analysis, research and defining problems.
2. Drawing up a program of action.
3. Communicating and implementing the program.
4. Monitoring the results, evaluation and possible

> modification.
>
> (IPRA Education and Research Committee, 1981, p. 7)

An analysis of these functions indicated what knowledge was needed for the practice and subsequently, what disciplines were involved. The analysis, however, was presupposed by one assumption which would also influence the curriculum chosen for the model. This assumption was that the parameters of the functions are dynamic because they change to accommodate developments in communications and changes that affect companies, organizations, and official authorities (IPRA Education and Research Committee, 1982, p. 7). The conclusions drawn from the analysis of the function and the implications they have on the curriculum included a dynamic element as indicated below:

> The training of students for the public relations profession implies curriculum and internships that equip them for the kind of environment they will be working in after their university years, not that which evolved before
>
> (IPRA Education and Research Committee, 1982, p. 3).

The analysis of the functions revealed them to be ever-changing and hence, a program had to impart less in the way of skills and had to teach students to think in a way that would enable them to manage change. The idea was to avoid recommendations that would provide individuals with a narrow education which will be out of date in a few years and limit the usefulness of students trained in such a program.

The general conclusions from the analysis helped to incorporate some flexibility into the recommendations. One conclusion regarded the overwhelming role the profession plays at the management level. This role in itself would require training in a non-static environment. For instance, as discussed in Chapter Two, the practitioner becomes involved at the management level through carrying out activities in counselling and analysis. As such, they have to coordinate with other functions such as law, finance, marketing, and personnel (IPRA Education and Research Committee, p. 10). In doing so they must produce the most effective communications methods of reaching the various audiences. So in doing all this, the public relations person needs a solid base in scientific approach (to research into public opinion, for instance, to analyze future trends and predict their consequences") (IPRA Education and Research Committee, p. 7) There also must be a base in society-oriented, forward aiming knowledge. For instance, this is needed to harmonise and promote the public interest. In sum, a combination of these bases will enable a public relations person to function at the management level.

The analysis of the profession helped researchers to identify the following disciplines in the final model: human sciences, political science, government and organizational administration, economics and management, organizations, languages, statistics and computer science, as well as law and ethics (Wright, 1983, p. 4) The identification of the groups is reflected in the model which includes a concentric circle which aims to impart a thorough knowledge in general liberal arts and humanities.

A Design for Public Relations Education

The members of the Commission that developed the Design for Public Relations Education agree that the curriculum to prepare students for admission to the practice of public relations involves the three concentric circles. However, this design makes room for a satellite or "minor" outside the largest circle. This supplement represents a secondary area of concentration that enables the student to specialize in an area of public relations (Commission on Public Relations Education, 1975, p. 8) The model, in other words, allows the undergraduate to hold a minor. For instance, the student might hold a minor in business administration which in turn might better prepare him for corporate public relations. Alternately, a student might hold a minor in public administration if he plans to enter governmental public relations. The possibilities continue. A student can hold a minor in areas such as of finance, international affairs, and health and welfare.The satellite circle enables the student to cross departmental or college lines and obtain additional courses (Commission on Public Relations Education, 1985, p. 2).

The Design goes further to suggest the courses that should be included in each of the other concentric circles. Starting with the largest circle on general education, the studies listed aim "to turn out a well educated individual, who has a general understanding of human achievements and potentials in these areas" (Commission on Public Relations Education, 1985, p. 9). These studies include the following: two years ofEnglish (Writing and Literature) to give the student skill in writing which is an indisputable tool of the practice; the Social **Sciences** (including introductory courses in psychology, sociology, economics, history and political science); the**Humanities** (including courses in literature, drama, the fine arts and music) to acquire an appreciation for the potential of human expression through literature and the arts; the **Natural Sciences** (including introductory courses in biology, physics and geology) to enable the professional to communicate information about the sciences in a world accelerating in technological and scientific advancement; **Foreign Language and Area Studies** to facilitate the communication process in institutions with increasing international activities; **Statistics** to skill the student in analysis of social, political and economic trends that affect the institutions for which the practitioner works; **Organizational Structure and Behaviour** to give the student an understanding of the managerial structure and function of institutions because the public relations professional ostensibly works at the management level (Commission on Public Relations Education, 1985, p. 8 9).

The design also includes recommendations with regards to the field of communications. The design presents the following studies in this area: **Theory and Process of Communications** (including theories and models of communication, mass media and interpersonal communication in a dynamic and computerized society); **Writing for the Mass Media** to give the student the necessary skill for carrying out a great deal of functions of the practice; **Copy Editing**, also to give the student necessary skills; and **Graphics of Communication**, for the same reason (Commission on Public Relations Education, 1985, p. 9 10).

Other communication courses fall into the second circle in the model which can provide other skills to supplement the studies listed above if time and opportunity permit. These studies include the following: Advertising Principles and Practice; Media Law and Ethics; Feature Writing; Introduction to Survey Research; and Communication Media Analysis (Commission on Public Relations Education, 1985, p.10).

Finally, the Design suggests the studies necessary to provide focus on public relations: As an absolute minimum, the studies at this basic stage should include the following: **Introduction to Public Relations** (with an emphasis on theoretical information such as principles, history and practices of public relations in various institutions, that includes an introduction to processes of influence and analysis and responsibilities to the media, the public and the ethics of the practice, accreditation and professional organizations;**Publicity Media and Campaigns** (including the theory and nature of publicity, as well as the practical analysis and development of specialized programs); **Public Relations Case Problems** (including case studies of typical public relations problems in various sectors and institutions to illustrate the application of public relations techniques; **Internship or Practicum** (including an analysis of a public relations problem, as well as the development and implementation of a plan for its resolution and an evaluation of the results (Ibid., p. 11).

Visually, the curriculum recommendations in the Design for Public Relations Education might be presented in graph.

GENERAL EDUCATION	COMMUNICATION STUDIES	PUBLIC RELATIONS
English	Theory and Process of Communications	Introduction to Public Relations
The Social Sciences	Writing for the Mass Media	Publicity Media and campaigns
The Humanities	Copy Editing	Public Relations Case Problems
The Natural Sciences	Graphics of Communication	Internship or Practicum
Foreign Language or Area studies	If time and opportunity	
Statistics	Advertising Principles and Practice	
Organizational Structure and Behaviour	Media Law and Ethics	
	Feature Writing	
SATELLITE		ELECTIVES
Min of two courses in area of specialization	Introduction to Survey Research	Management Communication Propaganda and Public Opinion Magazine Editing
	Communication Media Analysis	

Evidently, the design provides more in the way of details than does the model for public relations education for professional practice. However, there are similarities in the approach taken in both proposals. For one, the recommendations put forth in the design have been developed within the same framework as that of the model. The design is the result of deliberation on the same intellectual base. Second, both the model and the design have as a starting point the visualization of public relations curricula as a series of three concentric circles. This necessarily also makes the recommendations from both camps in very similar areas. To start, both camps are concerned that the curriculum cover studies in public relations as well as studies in the related field of communications and in general education. Granted the satellite element of the design that allows for a minor distinguishes it from the model. But it does not negate the fact that the bulk of the recommendations lie in the same disciplines.

Ultimately, both proposals are meant to be guidelines for the development of public relations curriculum (Wright, 1983, p. 3). In so doing, there were in both proposals at least three inherent basic assumptions about the process of preparing the student for the professional practice of public relations. One assumption was that the student should receive a well rounded education in the liberal arts and humanities, with appropriate emphasis on education in communications and public relations (Commission on Public Relations Education, 1985, p. 5). The second shared assumption was that a bachelor's degree program prepare the student for professional practice but that a master's degree was desirable for the specialized education necessary for a lifetime career in the field (Commission on Public Relations Education, 1985, p.

5). Lastly, a basic assumption was that the recommendations would be guided by but not restricted by existing academic conventions (Commission on Public Relations Education, 1985, p. 5).

Current Public Relations Curriculum in Canada

In Canada, the one four year program that offers a Bachelor's degree in Public Relations began in 1977 which was two years after the Design for Public Relations Education was published and six years before the IPRA Gold Paper No. 4. An examination of its syllabus reveals that the studies can be categorized into the three concentric circle notion of public relations education presented in both curriculum models. Using the vocabulary and notions from these models puts order to the presentation of current Canadian curriculum. In fact, the aim of the current program is similar to the aims the models put forth: To provide a general education, a study of the communications field and public relations. One document describing the current program states the following: "Students will receive instruction in a variety of liberal arts subjects, communication techniques, public relations theories, practices and management. . ." (M.S.V.U. Calendar, 1986, p. 141).

Listed by the categories provided by the concentric circle theory, the curriculum is described below.

The examination will start with the largest circle which represents studies in the general liberal arts and humanities background to offer a general education. The curriculum in Canada includes in this area the following studies: English (at least two years to make the student familiar with the nature of the written word; the Social Sciences (including an introductory course in economics as well as one of the following introductory courses in political science, business administration or history and an optional course in government administration and policy making);the Humanities (including a course in one of the following areas such as Business Ethics from the department of Religious Studies, Reasoning and Argumentation from Philosophy, or Aesthetics of Film from Fine Arts); Foreign Language or Area (including two years of French, since in Canada, French is one of the two official languages along with English); Statistics (at least one course in this area is required to acquaint the student with research methods) (M.S.V.U. Calendar, 1986, p. 142).

Two courses are offered in the curriculum which are difficult to slot into the categories provided by the curriculum models. In the current program, it is compulsory to take at least one course in the Computer Sciences. Options in the current curriculum include one of the following: Computer Literacy, Introduction to Computer, Basic, Cobol, or Pascal. Also compulsory is a course entitled the Principles of Marketing.

In the second circle, courses in the current curriculum are in the field of communications. They encompass the following areas of study: Theory and Process of Communication (including a two-session course entitled Introduction to Mass Communications I and II which examines the purposes, practices, and effects of mass media as wellas the new technologies which have changed and continue to change the way mass communication takes place); **Writing for the Mass Media**, an area intended to provide fundamental and fact gathering skills (which includes a course entitled Writing and Reporting, Advanced Public Relations Writing, Radio and Public Relations, and Television and Public Relations); Copy **Editing**(which includes Writing and Reporting II and Print Media: Planning and Writing, two courses which reinforce writing skills but primarily aim to hone editing and planning skills;Graphics Communications (includes the Role of Design in Public Relations which focuses on elements of design (graphics) and their application to the communications tools commonly used in the profession); **Advertising Principles and Production** (which includes a course in Advertising theory and practice which is optional) (Scrimger, 1986, interoffice memorandi).

The course entitled AudioVisual Communications does not fit neatly into the classification provided by the models. The purpose of the course is to give student an introduction to the preparation of audiovisual materials for public relations use. It does, therefore, belong in the second circle as it is a subject in the area of communications.

The core of the current curriculum in Canada differs vastly from the recommended studies in the model. At this point, we will examine the few current approaches to learning the field that are similar to the recommendations in the models.

These core courses of study include the following: Introduction to Public Relations (which includes a 100 level course that explores the historical development of the practice as well as the social content of the current practice and it also includes a 200 level course which explores the role of public relations in the operations and management of an organization); Internship or practicum (which includes a work experience as an intern with a public relations department or organization) (Scrimger, 1986, interoffice memorandi).

The other courses in the current curriculum, however, do not fit under the two remaining categories entitled Publicity Media and Campaigns, and Public Relations Case Problems which are provided in the two models. These courses include the following: Public Relations Management I (which zprovides an overview of public relations as a management function); and Public Relations II (which focuses on the management of specific public relations problems, opportunities and programs) (Scrimger, 1986, interoffice memorandi). Other courses do not fit any category provided in the models. These include Research Methods for Public Relations (which provides an introduction to research methods commonly used in the practice to study organizational communications, public awareness and attitudes); Directed Study (which permits advanced students to study a specified area of public relations practice) and the Senior Seminar (which is devoted to current problems and issues in public relations by allowing senior students of public relations to integrate their knowledge of the field through presentations and discussions) (M.S.V.U. Calendar, 1986, p. 144).

Conceptually, the current curriculum for undergraduate public relations program in Canada look as follows when it is organized by the grouping offered in current curriculum models:

Current curriculum organized by categories in the concentric circle notion of public relations education

GENERAL EDUCATION	COMMUNICATIONS	CORE
English English 100 English 200 Foreign Language or Area French 100	Theory and Process of Communication Intro to Mass Comm I Intro to Mass Comm II	Intro to Public Rels Public Rels 100 Public Rels 200
French 200		
Social Sciences Economics 100 Political Science	Writing for the Mass Media Writing and Reporting	Internship Practicum
or Business or History Government Administration and Policy Making (Optional)	Advanced Public Rels Writing Radio and Public Rels Copy Editing Writing and Reporting II Print Media Planning and Writing	UNCLASSIFIED PR STUDIES PR Management PR Management II Research Methods Directed Study Senior Seminar
Mathematics Statistics		
Humanities Nature of Language	Graphics Comm Role of Design	

or Business Ethics or Reasoning and Argumentation Aesthetics of film	in Public Rels Advertising Principles and Practices Ad. Theory and Practice
*UNCLASSIFIED GENERAL EDUCATION STUDIES	UNCLASSIFIED COMM STUDIES
Computer literature Intro to computers Basic Cobol Pascal	Principles of Marketing Television and Public Rels Audiovisual comm

*The term "unclassified" represents the subjects which were not included in the curriculum models discussed in this chapter

CHAPTER FOUR

Current Developments in the Public Relations Practice

The purpose of this chapter is to review the developments in the function and practice of public relations that are recorded in the literature. The approach to the review is two-fold. First, it presents the developments most frequently cited in the literature. Second, it presents the developments in such a way, that by using a dialectic analysis, the areas of agreement among writers can be determined. Thus in a dialectic fashion, the different assumptions, concerns and distinctions are studied in order to identify the dissimilarities between various concepts as well as to identify areas of common ground. This attempt to find a consensus of sorts strengthens the overall picture that is presented of the practice through the individual developments recorded. In order to review current developments, the term current was defined as the time period from the start of this decade to the present.

Developments in the functions or practice of public relations are continuations of ideas presented in the past. This fluidity is evident upon review of the literature on the history and evolution of the profession. Ideas presented at one point in time do not disappear, but undergo transformations that respond to the changing needs of professionals, employers, or institutions. An analysis of the literature on current developments also supports the notion of a continuity of ideas and concepts.

Management: A key area in which change has occurred

A current development that has become one of the most frequently discussed in the literature is the increasing recognition that public relations is a management function. The idea was introduced in the seventies but has since been modified to meet changing needs as was evident on the chapter on the history and evolution of public relations. Rex Harlow (1976) by the middle of the last decade had developed a definition that formally introduced and helped to establish the idea that public relations was a management function. The precise function the practice fulfilled at that level was recorded in that definition and for the first time in the literature:

> Public relations is a distinctive management function which helps establish and maintain mutual lines of communication, understanding, acceptance and cooperation between an organization and its public. . . helps management to keep informed on and responsive to public opinion; defines and emphasizes the

> responsibility of management to serve the public interest; helps management keep abreast of and effectively utilize changes serving as an early warning system to help anticipate trends. . .
>
> (IPRA, 1982, p. 40)

Recognized by professional organizations like the International Public Relations Association (IPRA, 1982, p. 41) and the Public Relations Society of America, Harlow's definition that public relations was a management function was accepted among professionals. Harlow's insights that led to the definition therefore reflected those of the professionals. There were three insights that led Harlow to view public relations as a management function. On a literal interpretation of the definition, public relations is actually a part of management because the professional works as a staff member, or as an officer, or a consultant (IPRA, 1976, p. 42). The second insight into the practice's function at the management level lies in the fact that the practice "helps management read the signs of the times correctly, apply them constructively, and think in terms of change" (IPRA, 1976, p. 42). The third insight lies in the description that public relations is a management function which, at the management level, helps produce the kind of relations desired or used between organizations and their publics. Common to all three elements described by Harlow is the underlying notion that public relations provides a service to management. The term service comes from the fact that Harlow's description tends to emphasize the conciliatory role the practice has in "helping" management. It is this assistance in the management function which keeps the practice in the area of services by Harlow's definition and by the support of the professionals.

The current literature on the public relations practice also supports and maintains the notion that the profession is a function of management. However, the current literature develops the notion further and attempts to establish to what extent the practice is involved at the management level. In the last decade, the literature was primarily focused on establishing the notion that public relations was a management function. Current literature indicates, however, that public relations has developed into more than a service to management which was how it was viewed in the last decade. The literature indicates that public relations is becoming more pervasive in the management process. This development as will be seen in the next few pages is put forth by writers that include Brody (85), Cattell (86), Scrimger (86), and Wakefield and Cottone (86). These writers contend that the practice is less a service and more a philosophy of management that guides the strategic planning and decision-making at the management level.

In order to indicate how much more involved public relations is in the management process Moore and Kalupa (85) refer to public relations as a philosophy of management. As such, they see the practice as less passive than the term service might indicate. Moore and Kalupa on the other hand might refer to the practice as proactive. As seen in the following definition, they see the practice as having the same purpose as does Harlow, but through a different means:

> Public relations is a social philosophy of management expressed in policies and practices, which, through sensitive interpretation of events based upon two-way communication with its publics, strives to secure mutual understanding and goodwill (Moore and Kalupa, 1985, p. 5).

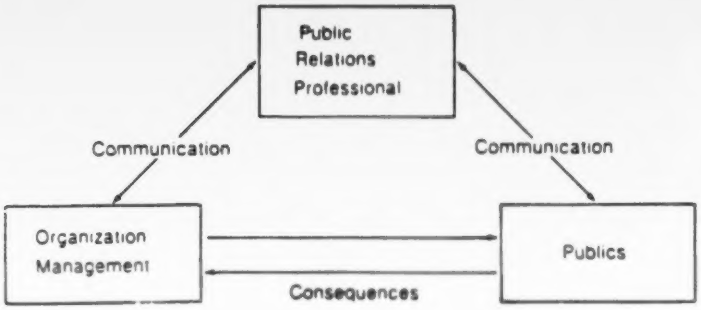
Certain assumptions underlie the definition the authors have drafted. The authors assume that a public relations program puts the public as a primary concern of the organization (Moore and Kalupa, 1985, p.7). In order to assume that the principle of public service (not service to management) is respected in the practice of public relations, a social philosophy that prioritizes the interests of the public must be recognized by management. The social philosophy of management takes the assumption that ensuring the public interest is a primary objective.

The focus on the public also leads to other assumptions. Moore and Kalupa write:

> It assumes that the right of an organization to operate is conferred by the public, and that this privilege may be withdrawn; that an institution functions to serve the primary needs of people dependent upon it for employment, wages, income, goods and services, and social or spiritual satisfactions (Ibid, p. 7).

The social philosophy of management therefore is based on the premise that a primary objective of an institution is not only to make a profit, have x number of members or get x amount of publicity. The social philosophy is founded on the notion that all publics, not just shareholders or a board of directors, must be addressed and considered in the decision-making process.

Newsom and Scott (1985) share similar assumptions to Moore and Kalupa's in this area. Just as Moore and Kalupa believe that the notion of the public interest helps define public relations and its position in management, Newsom and Scott also develop a definition in terms of the relationships that exist between an organization and its publics. The writers assume that an organization's acts have impact on a group and that vice versa, the group can affect the organization. Newsom and Scott contend that functions of public relations such as communications grow out of necessity due to the consequences that occur when one group does something that affects the other (Newsom and Scott, 1985, p. 8). This notion reflects an essential interdependence of the existence of the public and the organization which is a theme that is similar to Moore and Kalupa's idea that an organization exists as a result of a " privilege conferred" by the public. In the case of the latter, the organization exists only by the will of the public, and in return, Moore and Kalupa assume, the organization takes into account the public interest. Newsom and Scott, however, do not talk about public interest as much as they do about the consequences. Their graphic definition of public relations presented below illustrates this.



Moore and Kalupa propose that public relations is not only a social philosophy but that it is a social philosophy expressed in policy decisions. On one level, the general public relations objectives of the institutions are described in a way that reflects the philosophy of the institution towards the general public (Newsom and Scott, 1985, p. 8). This is almost a standard approach for institutions to take. Policies help define a course of action for the organization and Harlow discussed public relations policy in the last decade. However, Moore and Kalupa (along with other writers as will be seen) add that public relations policy decisions are starting to be made in other areas of the organization. Corporate public relations policies are being established for the various publics of an organization. These can include the following: · employees, stockholders, the community, suppliers, distributors, dealers, educational institutions, governments, consumers, and the press (Newsom and Scott, 1985, p.9). As a social philosophy expressed in policy decisions, policies for these publics, will delineate the relations between the institution and each of the publics by describing the interests of the public which the company seeks to serve.

The Official Statement on Public Relations (Newsom and Scott,1985, p.10) supports Moore and Kalupa's notion of the current role public relations plays in the development of policies toward publics. Adopted by the Public Relations Society of America in 1982, the recognition of the new pervasiveness of public relations at the management level through a greater role in the policy-making level took over Harlow's definition (Newsom and Scott, 1985, p.9). The Official Statement put due emphasis on public interest as is done by Moore and Kalupa. In so doing, the statement acknowledges the complexities of an increasingly pluralistic society and takes into account the existence of the many publics to which any one institution must answer. Public relations, therefore, is defined as a means to bring private and public policies into harmony. As a management function, public relations helps to define and implement policy. The practice thus involves "counseling management at all levels in the organization with regard to policy decisions, course of action and communication, taking into account their public ramifications and the organizations social or citizenship responsibilities" (Newsom and Scott, 1985, p. 10).

The above quotation includes reference to the action that results from policy decisions. According to Moore and Kalupa, this is another element that has altered the role of public relations at the management level. The authors contend that public relations is the action that results from the administration of policies that reflect the social philosophy of management. Moore and Kalupa assume that action is necessary because action gives tangible expression to policies and in so doing, make policies meaningful (Moore and Kalupa, 1985, p. 10). This development of the role of the profession at the management level is a modification of Harlow's emphasis of the role as one of providing service to management. The introduction of the term, action, also implies a progressive and proactive nature. As such, when developing policy, management considers the public relations effect of a policy and the contribution, through action, of the policy to the community. Since public relations, as has been aforementioned, influences policies of every area of the organization, it effectively influences more of the activities of the organization then was assumed in the past decade.

The term influence is important because Moore and Kalupa make a distinction between the role public relations plays in the influence on and administration of policies. The authors contend that "the execution of policies is the responsibility of all members of the organization' (Moore and Kalupa, 1985, p. 10). As such, it is the responsibility of management to see that policies are understood, accepted and applied. According to the authors, public relations does not rest only with the professional, the administration of policies for the various problems fall to different operating departments including those covering manufacturing, marketing and finance.

Other writers hold that the role of public relations has changed. In the case of writer E.W. Brody (1985), a basic assumption that the practice is in a constant state of flux led him to study to what extent contemporary public relations differs from the practice of the past. Eventually, his conclusion led him to agree with Moore and Kalupa that the practice today is more involved at the management level than it was considered to be doing in the last decade.

Brody's assumption about the dynamic nature of the practice is a result of his examination of multiple practice models of public relations. Following the lead of Grunig and Hunt (Brody, 1985, p. 22), Brody took a contemporary view of four popular models in the literature. These models included the following: a press agent/publicity model, which is identified as having originated between 1850 and 1900; a public information model, 1900 - 1920; a two-way asymmetric model, developed in the 1920s and a two-way symmetric model which evolved between the 1960s and the 1970s (Brody, 1985, p. 22).

The contemporary view of Grunig and Hunt allows the co-existence of the four models by suggesting that each model is applicable in specific public relations situations. The co-existence is acknowledged because the view enables a correlation between the practice models and certain public relations functions. Brody refers to this treatment of the models as a synthesis of a typology (Brody, 1985, p. 22). He contends the view results in a typology which specifies two dominant and two secondary roles in the public relations practice. The dominant roles are that of technician and manager. There are subsets to the letter which include problem research and definition, constituent liaison, and internal problem-solving (Brody, 1985, p.24). The secondary roles are those of media relations and communications.

The typology categorizes the functions of contemporary public relations with the evolutionary practice models of the profession. By applying practice models of the past to the current practice, it illustrates the profession is essentially evolutionary in nature. It also provides the framework which allows Brody to research public relations according to the dominant and secondary roles it defines. This is evident in Brody's study to measure the changes in the public relations roles of technician and manager. In the study he asked professionals to estimate the amount of time they devoted to technical vs planning/management tasks in their jobs and to contrast these estimates with the way they would have answered the question five years earlier (1980) and five years into the future (1990). The results of the study indicate that the manager role is becoming more dominant in contemporary public relations practice. The data also indicates that the time devoted to the role of technician has increased as well, however, the time respondents spent in planning and management is increasing at a disproportionately rapid rate (Ibid, p. 26). Moreover the data shows that the trend of more time spent in the area of management will continue throughout the decade.

Brody's study supports a notion of increasing activity of the public relations practice at the management level. However, the study does not define to what degree the practice is involved at the management level as does the study by Moore and Kalupa which contends that the practice is a social philosophy of management expressed in policy decisions.

On the other hand, Cattell's writings reaffirm the interdependent relationship between public relations and management that is suggested in Moore and Kalupa's concept of public relations as a philosophy expressed through policy. Cattell (1986) approaches his study of contemporary public relations with the intent of assessing the role of the practice and the new trend of issues management in relation to strategic planning. The term issues management, having been introduced in the public relations literature in the mid-70s, is a relatively new one (Cattell, 1986, p. 51). It is a term that describes the function of public relations that monitors public concerns and interests and assesses the implications that the current issues would hold for an organization. Through his study, Cattell has found that this function has become more dominant in contemporary public relations.

In his writings, Cattell places the function of issues management within the context of "relevant definitions, principles and history of public relations and strategic planning" (Cattell, 1986, p. 51)). Cattell's premise is that issues management, public relations and strategic planning is currently viewed as a triad.

Cattell points to recent research to support the notion that the public relations professional has become more active at the management level in a way that is similar to what Moore and Kalupa have discussed. One study of professionals heading public relations departments of 300 companies belonging to the Fortune 500, for instance, indicates that strategic planning programs are increasing and that the practice is having more input in the planning process (Cattell, 1986, p. 51). This is the same assurance of Moore and Kalupa that is implied in their claim that public relations is expressed in policy: If policy-making is part of the planning process, then involvement in policy necessarily involves policy-making and vice versa.

The study also finds a correlation between the practitioner's involvement in issues management and the counselling of management. The correlation is not strong but it is the first the literature has noted. As such, the correlation lends scientific support, for the first time, to the notion that practitioners are definitely more involved in upper management (Cattell, 1986, p.52). The study also lends empirical support to the idea that the practice has an enhanced role and responsibility that has been claimed by Moore and Kalupa and indicated by Brody.

Scrimger (1986) also suggests that the management role of the practice has increased during the decade. A general study of the literature led the author to conclude the following: "Profiles of public relations done in the 1980s suggest that public relations is continuing to gain importance as part of overall organizational planning (Scrimger, 1986, p.5)". One profile the authors cites, for instance, is that drafted in 1985 by IABC (International Association of Business Communicators). The profile concludes that in 1985, more professionals said they had more influence on policy-making than they had had two years earlier (Scrimger, 1986, p. 5). This also supports Moore and Kalupa.

Scrimger points out that public relations journals support the trend regarding public relations and management which has been so far discussed. Scrimger agrees that contemporary public relations is developing in this direction. This is evident in her writings as well as in the direction she has given to the curriculum of the public relations program at Mount Saint Vincent University. As head of the only public relations program in Canada that offers an undergraduate degree, Scrimger arranges the curriculum in a way that ensures that the program has a definite management view. Students take several courses in business, economics and a full unit of management in their senior year.

Scrimger might put such an emphasis in the curriculum for another reason as well: Though she agrees that the trend is for the practice to hold a more important function to management, she notes that this view is not necessarily universally recognized and quotes a Hill and Knowlton report to substantiate her apprehension: "The future is bright for the practice but not so bright for the practitioners" (Scrimger, 1986, p.6). Nevertheless, statistics regarding the first M.S.V.U. graduating class in public relations reveal that many have moved into middle management positions (Scrimger, 1986, p.8.). If the IABC 1985 profile is a proper indication of the direction of the practice, some of the responsibilities the graduates must have must be in the area of policy making.

A study conducted by Cottone, Wakefield, Cottone and North (1985) among practitioners in the United States found a change in public relations roles. To study the current roles and functions of public relations, the authors surveyed senior professionals. The study was designed to answer specific research questions addressed by their role and functions. In so doing, it aimed to identify (from 19 global descriptions) the factors that best describe the current profession. Professionals were asked to rank the tasks according to a Likert-type format with possible responses ranging from "very unimportant" (1), to "very important" (4).

The management factor ranks high in level of importance through the analysis of the 19 global tasks (Cottone, Wakefield, Cottone, 1986, p.32). Of the 19, four are grouped under management including budgeting, decision-making/problem-solving, project management and management counsel regarding corporate decisions. The four tasks are grouped in order of priority. Decision-making, problem-solving and management counsel are areas that indicate similar notions that the literature thus discussed has presented with regards to the practice at the management level.

The support in the study of the trend noted in the literature is confirmed later by two of the authors of the study. Wakefield and Cottone (1986) note that not only is management ranked high in the order of daily tasks performed by professionals but that the current management role is more demanding due to societal and cultural changes. Citing Druck and Hiebert, the authors contend that a more complex social environment presents practitioners with administrative challenges such as issues identification, planning, management, and evaluation (Wakefield and Cottone, 1986, p. 39). They believe that contemporary practice has and will become less technical oriented in the areas of communications, for example, as a result of these challenges. Rather, the practice will be working towards a proactive position to deal with controversy and adverse conditions. An aim of the practice will be to work towards a "preventive medicine" mentality in that efforts will increase in the area of monitoring the public or identifying issues. Part of the preventive approach has and will also include more emphasis on the type of planning that will work towards establishing positive and beneficial relationships with the publics. In order to help secure such relationships, the term planning is used here, implies the participation of the public relations professional in the policy and decision-making process. This trend that Wakefield and Cottone see existing in current public relations will likely continue for some time. The authors in fact, see that the emphasis on technical aspects of the recent past, has all but gone for the future. They write: "For the new public relations professional, communications is more a means and less an end" (Wakefield and Cottone, 1986, p. 40).

Other developments resulting from the changing management role:

The role that the current practice has developed at the management level has changed the type of skills that the public relations professional needs to perform effectively. As discussed in the preceding pages, Moore and Kalupa represent the notion in the literature that public relations is more active in management. It is less a service to management and is moving towards becoming a philosophy that is expressed in strategic planning and policy-making. The literature records a number of existing skills that have been modified to accommodate this new trend as well as new skills altogether. These can be grouped under the following terms: issues management, futures research, research and public relations generalists. They are discussed on the following pages.

ISSUES MANAGEMENT Following the notions of Moore and Kalupa, Brown (1985) also sees that the contemporary role of public relations is more dominant at the management level. Brown purports that institutions are seeking policy-making public relations advisors (Brown, 1985, p. 15). By identifying current and future issues, the public relations professional can make a great contribution by making policy that keeps the public interest in mind.

Brown's ideas about the public relations role are from his assumption that institutions today have to confront issues with an intensity that did not exist in the past. He points to activist groups as an example of the reason for the increase in the number of issues institutions are faced with. Some of the issues include civil rights, women's rights, non-smokers rights, student liberties, minority rights, native people etc. (Brown, 1985, p. 13). These issues, according to Brown will affect most institutions during the decade and beyond. Writes Brown: "Institutions will have to confront and, where appropriate, rebut the arguments of the issue groups" (Brown, 1985, p. 15). Brown contends that contemporary public relations is issue oriented in nature.

Moore and Kalupa also agree that since there is an increasing need to form policy than there is also a need for a reliable method to keep aware of relevant issues such as those that encompass social, political and economic concerns (Moore and Kalupa, 1985, p. 63). Issues management is an increasingly significant method. Referred to by Cattell (1986) as an area of potential in advancing the role of the public relations function, the relatively new method is designed to take into account the organization's needs along with the nature of the issues it may face and its overall strategic plan.

There are basic elements to an issues management program. Overall the program aims to identify a potential threat or opportunity to an organization. This enables the organization to take action in the form of policy, for instance, or communication programs to work with the issues. Therefore, issues management is essentially a proactive activity, the strategy of which is organized into several steps. Moore and Kalupa have identified them as follows:

> (1) examination of all possible issues or trends that could affect the company; (2) identifying specific issues to be considered; (3) evaluating their potential impact on the company's survival and profitability; (4) defining the corporate position on each; (5) determining the course of action to be taken; (6) implementing the action plan; and (7) monitoring the results continuously, modifying the program as required (Moore and Kalupa, 1985, p. 64).

In issues management, the nature of public issues is defined as a trend or concern that can significantly affect an organization's operations. Issues management normally takes into account three types of issues or trends which are referred to as current issues, emerging issues and societal trends (Moore and Kalupa, 1985, p. 64). Current issues are defined as being those concerns which already exist and are being acted on. They are issues which are underlying public debate or legislative formation. In the area of current issues, actions in public relations are more reactive than proactive. Action can be more proactive when dealing with emerging issues. Emerging issues are the concerns of a group that have not been fully formulated or defined. Perhaps they will be subject of legislation in the future. Identifying emerging issues through an issues management program enables an organization to take a proactive stance and even influence the issues in the development step. Moore and Kalupa purport that there exist three types of emerging issues which includes: operational (the issues that affect financial outcomes of the company); corporate (those that affect the way the company is run as in the case of issues like equal pay for equal work for example); and societal (that cover issues like energy policy and inflation) (Moore and Kalupa, 1985, p.65). The emerging societal issue, however, is not to be mistaken for the third type of issue which is referred to as societal trends. This third distinction represents the trends in areas such as human attitudes and behaviours (read: lifestyles for example) that can influence an organization. Societal trends also include changes in demographic, social, and technology-related trends.

Yankelovich, Skelly and White contend that issues are formed by five key groups (Moore and Kalupa, 1985, p. 65). The five groups are listed and defined as follows: The General Public (a group which does not actually form issues by has the ability to not accept laws or regulations which in turn became issues); Pressure Groups (groups such as unions which can use media attention and the political systems to influence popular thinking and thereby formulate issues); News Media (a group which can call attention to concerns and also be used as a communications device of the political, economic and social elite); Government Bureaucracies (a group with strong influence since it controls rules and regulations after legislative bodies have laid down the general framework); Elected Officials (members of the group influence issues by the positions they stake, which in turn are influenced by the relevance of the issue to his constituency, committees, support groups and personal convictions)

(Moore and Kalupa, 1985, p. 65 and ff).

Issues can have varying impact upon an organization. In issues management, this dimension has to be taken into account in determining a course of action. Moore and Kalupa have determined there are four types of issues in terms of the degree of impact they hold on an organization

large segment of the public. Such issues might be inflation or air pollution. The second type is referred to as Broad impact, but relatively abstract issue. This type is defined as an issue that has the potential to affect all segments. If it does not directly affect all people at the same time it often indirectly affects them. Such issues, for example, are unemployment, privacy and housing shortages. The third type of issue is called Narrow impact issues. These issues are defined as affecting special interest or minority groups. Issues under this category, for instance, include worker safety regulations or protection of minority rights. The last category of issues is called Technical. These issues under the category are usually very complex and almost never have direct impact on the public. Issues that fall under this category include, for instance, multinational taxation. They usually affect political and economic elite groups. (Moore and Kalupa, 1985, p. 67)

FUTURES RESEARCH. Rourke (1985) notes a new role in the practice which has to do with the professional's duty to interpret the external environment of the company. Without using the term issues management, Rourke describes the contemporary role as involving the monitoring of

> social, political, government and economic environment in which the company is operating; the assessment of the potential impact of the findings on the organization and a look at the trends and how they affect that particular business (Rourke, 1985, p. 3).

Rourke believes this role has emerged for the same reasons that are cited by Brown (1985) on the preceeding pages. As the authors have stated, Rourke also assumes that the organization must direct its programs and policies to meet the interests of the various publics that make up the environment in which it exists. In order to meet the public interst, the environment has to be monitored as it is not static, but rather ever-changing (Rourke, 1985, p. 2).

The method referred to as issues management addresses the areas of concern of Rourke, Brown, Moore and Kalupa. As has been discussed, it is a program that enables the organization to monitor its envorionment. It was noted in that discussion that an important aspect of the program was the monitoring of future trends as well as current issues. In this area, the literature presents many methods that enable the public relations professional to note pertinent changes. Referred to as futures research, the models in the literature are intended to be futures research techniques that involve qualitative and quantitative elements in their applications.

Futures research is an important element in the concept of issues management. The techniques of the research are what will enable the professional to become skilled strategists at the management level: By forecasting the future environment with reliable and effective methods, professionals become a central part of management as planners and decision-makers (Turk, 1986, p. 13). The input of the findings from the forecasting into planning will help achieve well-thought out decisions and actions. This approach will help ensure that the organization's future goals and objectives will be consistent with the environment of the future. Futures research becomes a viable option for professionals in a progressive and proactive atmosphere.

Turk (1986), the author of a sequential model of futures research techniques has drafted a defintion which offers an idea of the concepts that underlie it. In doing so, the author brings forth the notion of qualitative and normative elements that exist in futures research. Writes Turk:

> Futures research is the development and refinement of methods of analyzing the future, and the application of those methods to substantiate forecasting studies and long-range planning. It functions to provide institutional decision-makers with operationally meaningful assistance in the form of information and analysis that can facilitate better decision-making. It is predictive rather than explanatory in nature, and prescientific rather than 'hard' science (Turk, 1986, p. 13).

The techniques for forecasting future changes take a variety of forms (Turk, 1986, p.14). Ayres (1978) cites four classes. The first is referred to as conservative (or alpha) which predicts a future that is similar to the past, with slight adjustments. The second class called radical (or omega); refers to the type of findings that envision anything possible as a future environment. The third class contains two categories which include the qualitative and the quantitative. The qualitative forecast forecasts intangible changes such as the quality of life, while the quantitative forecast focuses on fact and figures, which become tangible in the sense that the forecasts are statistically-measureable phenomena. The fourth class in Ayres's system also has two categories. The subjective forecast is the type of forecast from which the results are derived by a subjective method while the objective is based on empirical or quasi-empirical methods of research.

The literature frequently cites four techniques of futures research which include Scanning, Trend Extrapclation, Delphi, and Scenario building. These techniques are discussed in the following paragraphs.

1. Scanning commonly involves regular monitoring of general and specialized publications. This techniques is based on the assumption that new ideas are given expression in publications. It is also assumed that changes do not occur spontaneously. In its application, scanning calls for individuals to read publications and then to write brief abstracts of potentially releveant ideas. These abstracts are subsequently reviewed by an analysis committee which submits edited

reports to a management steering committee which incorporates the data into the decions-making process (Turk, 1986, p. 16).

Stoffels (1982) further explains the scanning process by describing it with the use of four models including informal observation, conditioned observation, informal search and formal search. Informal observation is the type of scanning that makes the participants knowledgeable enough to know what kind of questions might be raised to meet their interests with regards to an emerging issue. In the model known as conditioned observation, the perespective of an issue is narrowed to meet the uniqueness of an institution. At this stage, particular kinds of data are identified as are potential sources of information. In the informal search, scanning is described as the process of obtaining data rather than observing it. It also involves tracking down issues for the purpose of assessing the relevance of or need to change policy or plans. Formal research, on the other hand, uses pre-established methodology and a planned and budgeted effort to attack a specific issue or obtain specific information (Stoffel, 1986, p. 6 - 7).

Scanning is a technique that is growing in major companies like Bell Canada and Imperial Oil Ltd. As Stoffel indicates in his discussions, there exist many variations in this method. Nanus's QUEST method is one such method. (QUEST, the Quick Envoironmental Scanning Technique, is designed to scan the environment quickly and inexpensively to focus on critical issues that need immediate strategy plans.)

2. Trend Extrapolation is what Ayres (1978) defined as a conservative

technique in that it is based on the assumption that what has happened will continue in the future. Trend extrapolation attempts to extrapolate into the future the direction and rate of change from the past. The technique inolves the consideration of cause-effect relationships because these relationships are the basis for future predictions. The research has to determine that certain causes are operating to produce certain effects. The continuation of these causes is then assumed. To find the cause-effect relationships, a key element of the technique is to find data from sources like historical records or field cases that represent the event or trend to forecast (Turk, 1986, p. 17).

3. Delphi is a technique which is similar in structure to the think-tank method. As in the development of a think tank, the Delphi method involves a group communication process through which the judgements of the members are considered and combined to arrive at forecasts: This is usually applied to complex problem-solving situations (Turk, 1986, p. 17). The difference between a Delphi study and an think-tank. however, is that the Delphi study conducts a scientific or quasi-scientific inquiry upon which the combined judgements of the members are used to analyze the results.

The members of the group involved in a Delphi study are described by Turk (1986) as falling under three categories that represents the organization and the area of knowledge that is pertinent to the issues. The categories include: 1. representations of the decison-makers; 2. a study group representing the organization conducting the Delphi study;

and 3. a group representing the experts who will participate in the scientific study being conducted by the first two groups.

The Delphi study usually invovles a series of stages. In the first stage, the decision-maker determines the area to be studied. In stage two, the staff group and decision-maker design a questionnaire and study. Stage three involves the distribution of the questionnaire. The following stage involves data collection, and stage five involves the summary of the data and the preparation of a second questionnaire. The sixth stage involves the distribution of the second questionnaire to the particpants as well as the feedback of the first questionnaire. In the next stage, the participants are asked to evaluate and rank the feedback. Finally, the staff group evaluates the results and develops a final summary and feeback report which represents the group concensus (Turk, 1986, p.17 - 18). The second questionnaire (and sometimes more than two questionnaires are involved) is developed to narrow and prioritze ideas and judgements. The technique can therefore lend itself to the uniqueness of a problem or issue.

4. Scenario building is a technique which is also referred to as scenario writing. In this technique, the research describes a forecast by starting from the present and moving to the future with an explanation of each development: The final scenario which is drawn therefore becomes a plausibility based on sound judgement.

RESEARCH. The increase in the use of futures research techniques is representative of an overall increase in research in general. Brody

(1985) believes that the problem research aspect of the planning/management role has increased significantly in this decade. Moreover, he sees this area as continuing to grow in importance in the future (Brody, 1985, p. 25). With the tecnincian role becoming less dominant according to Brody, (and supported by Scrimger, 1986),estimates of time spent in planning and managing in the next few years indicate the amount will grow at a disprorportionately rapid rate (Brody, 1985, p. 25).

Brody suggests that a great deal of research will be undertaken in the area of issues management. This research will an attempt to collect information on current trends and issues which according to the writer will continue to increase in different forms. Brody suggests that research has increased as a result of increasing preasures on organizations form various special interest groups (Brody, 1985, p.28). The growing pressures results come from the legislative/regulatory areas (Brody, 1985, p. 25).

Wakefield and Cotton (1986) agree that pressures are increasing on theorganization. The writers suggest the pressures are coming from "sophisticated consumers, government regulations, competition, internal (organizational) needs and employee demands" (Brody, 1985, p. 40). As a result, the new challenges necessitate increased skills in research techniques, and add the authors, interpretation.

PUBLIC RELATIONS GENERALISTS. The culmination of the developments thus far reviewed (including management, issues management, futures research and research) has broadened the scope of contemporary practice. Wakefield and Cottone (1986) says that this scope has resulted in a need for theprofessional to be more of a generalist because he has to function in a number of areas that can be extemely different. Concern with coping with increased pressures and planning have resulted in a contemporary practice that functions in:

> issues identification, planning, management, and evaluation, human relations, employee relations, consumer relations, investor relations media relations, government regulations, business management, research and evaluation, issues management, conflict solution, marketing, and inventory, lobbying, speech writing, fund-raising and design (Wakefield and Cottone, 1986, p. 45).

The broadening of the scope of public relations is due to the developments thus far discussed. These developments can be grouped under the role of the professional that Rourke refers to as the interpretation of the external environment of the company. To carry out this role, the professional has to be a generalist. He has to have a broad understanding of social, political, government and economic environment with an ability to asses the impact of issues on an industry and an organization (Rourke, 1985, p. 3).

The qualifications and skill needed to work in such divergent areas necessarily involve those of the generalist. Rourke suggests these included a broad understanding of the issues and trends and strong conceptual and analytical skills (Rourke, 1985, p. 5). Wakefield and Cottone as discussed above, supplement the acknowlegdement of a need for these skills with the recognition that there is a need for familiarity with the various subject areas listed on the previous page.

CHAPTER FIVE

Current Implications for Public Relations Curricula in Canada

This chapter aims to determine what the implications of the developments in public relations practice are on public relations curricula in Canada at the undergraduate level. The review takes from the last chapter the developments identified and explored in dialectic discussion and compares them to the current curricula in Canada. The developments which are compared in this chapter are grouped into three areas which include management research and general education. This grouping organizes the developments in a simple manner.

The method used to conduct the comparison involves two steps. First, in each of the three areas, the courses available are listed and where possible, described. (In the area of general education, where there is an option to take several electives up to the student's discretion, it is not advisable to describe all possible causes.) These courses are then reviewed to see if they reflect the new developments in public relations. When it is found that some developments are ignored in the current curriculum, suggestions are made for the addition of new courses so that the curriculum could more accurately respond to the requirements necessary to work in contemporary practice.

Management and the Canadian public relations curriculum

There are two management courses which are offered in the curriculum, each worth a half unit. Offered to senior students in the public relations program, the courses are entitled Public Relations Management I (which is listed as PRL 407 in the university calendar) and Public Relations Management II (PRL 408). These courses are recent additions to the curriculum and are each given during one semester. The content and aim of the courses are as follows: Public Relations Management I is described thusly:

> This course provides an overview of public relations as a management function. The evolution, concepts and basic tasks of management are introduced and then applied to the practice of public relations. The special challenges of managing public relations in corporate, government, non-profit organizations and consultancies will be examined (Scrimger, 1986).

The course entitled Public Relations Management 11 was described as follows:

> This course focuses on the management of specific public relations problems, opportunities, and

> programs. There will be a specific emphasis on issues management, crisis communications, and financial and government relationsssss (Scrimger. 1986).

The two public relations management courses offered in the current curriculum respond in part to the developments in the functions of management in the practice. As discussed in the preceeding chapter, the overall trend has indicated a significant increase in the amount of time spent in management activities. The two courses on management approach areas that respond to the functions of contemporary practice.

Recently, the literature has suggested a need for courses on the subject. Sharpe (1984. p, 53), for instance, contends that public relations curriculum must put adequate emphasis on the subject in order to prepare future professinals for a powerful role in management. Brown, in his adaptation of the American Design for Education (see Chapter 3) recommends that the minimal requirement necessary for an undergraduate student to be prepared for professional work includes a complete appreciation of managerial principles (Brown, 1985, p. 247 - 248).

Baxter's study (1984) of 200 professionals provide results that support the recommendation that schools should at least maintain the number of courses available. Asked to rate a select number of courses and course groupings from a typical public relations curriculum the participants ranked management as sixth in priority of 17 courses. Management was found to be the second highest rated busines course (Baxter, 1984, p. 3 - 4).

The management courses offered in the curriculum respond to the general recommendation to include management courses in the curriculum To this extent, the curriculum reflects contemporary public relations. A review of the content of the courses illustrates whether they can respond to the specific developments in the practice explored in the preceeding chapter.

Combined the two management courses represent the only theoretical exposure the students receive in the curriculum As such, the courses serve to impart the principle and overall purpose of management to the student. They also introduce the function and practice of management. These elements at the same time are present from a definite public relations perspective. Conceivably, the student at the end of the courses should understand the place of the practice at the management level.

This kind of exposure responds to the developments noted in the literature. A sufficient understanding of management and public relations will firstly allow the student to recognize that public relations is a definitive management function. Moreover, the content will familiarize the student with the responsibilities and objectives of managment.

Familiarity with the management environment also provides a context within which the processes of policy-making and decision-making takes place. This indirectly responds to the increase in the time professionals spend in these processes. The student is therefore prepared for the tasks conceptually if he is not given the skills necessary to carry them out. Knowledge of the environment will provide an indication of the restrictions and regulations that will guide the public relations role in these processes.

In particular, the second course responds directly to the development in mangement with regards to issues management. The description states "there will be a special emphasis on issues management . . " which responds to the increased activity in this area. This element in the content familiarizes the student with the growing trend. As such it imparts the nature and dynamics of issues management. As it is part of a course, however, it is not conceivable that discussions also cover all the techniques and research skills involved in the issues managment program. As discussed in the previous chapter, the subject is complex and broad enough to warrant a course itself.

The description of the second management course also indicates a response to the growing pressures organizations receive from special interest groups as discussed in the previous chapter. A section of the course is devoted to crisis communications. This indirectly responds to what Brown (1985) suggested has become an increasingly issues-oriented profession. The section in addition to the emphasis on issues management should impart the notion that these elements have a significant place in the practice. As such, the student will be familiar with these developments that have been emerging during this decade.

Overall the two courses impart knowledge concerning the field of management and provide a basis for which the student can develop professionally. The descriptions of the courses indicate that the courses are not intended to impart skills and techniques. It is therefore uncertain to which extent the courses respond to preparing the student to construct policies, handle and arrive at decisions which will benefit an organization. As discussed in the previous chapter, these are recent developments in public relations.

These developments are some of the functions Anderson groups under the term planning (Anderson, 1986). As seen in the last chapter, the funciton of planning was also a growing area in the practice. Planning is regarded as an integral function of the management process. The activity involves a considerable number of tasks which upon review cannot be approached in detail in two management courses.

Anderson arrived at a list of tasks under the planning activity as a result of a survey he conducted among 544 educators and professionals to determine what should be included in public relations education for undergraduate students. In the study, Anderson asked participants to rate courses and subjects on a scale from 1 to 7, with one representing "not essential" and 7 representing "the most essential" (Anderson, 1986, p.17). Anderson devised 13 categories to cover "all course work presently required of public relations students" in a four-year program (Anderson, 1986, p. 16).

Under planning, the following courses were listed:
Setting Goals, Objectives, Strategies, Tactics;
Audience Segmentation;
Problem/Opportunity Analysis;
Budgeting;
Contingency/Crisis/Disaster Planning;
Issues Management;
Timetables/Calendaring;
Assigning Authority/Responsibility;
Planning Theory/Techniques/Models;
Organizational Background/Philosophy/Culture
(Anderson, 1986, p. 17)

Of the subjects listed above, the two management courses offered in the Canadian program touch on two which include issues management and crisis planning. The courses do not directly approach any other of the subjects. Indirectly, it is feasible that they might cover some of the other subjects at the same time that they introduce "the evolution, concepts and basic tasks of management". Conceivably, at that stage, the content taught cover subjects like goal setting, budgeting and problem/opportunity analysis in discussins of the basic tasks of management. The sujbects are commonly included in introductory management courses.

Though some of the subjects Anderson lists under planning may be indirectly covered in one or both of the management courses, they conceivably are not discussed in detail for lack of time. The same lack of time also inhibits the public relations maangement courses from indirectly covering the rest of the subjects on Andrson's list such as Plannning Theory and Models for instance.

The two Canadian public relations management courses available at the undergraduate level cannot, for these reasons, fully respond to the trend for increased activity in the management level. They can impart knowledge about management and its relationship with the public relations practice. The courses are not intended to impart skills. As such, they do not prepare the student by giving him or her skills to carry out the various tasks and functions of management as Anderson has indicated they exist.

Research and the Canadian public relations curriculum

There are two courses in the curriculum that cover subjects in the area of research. Once course is offered at the senior level and is entitled Research Methods for Public Relations Practice. It is a half unit and therefore is given over one semester. The most recent description of the course is provided below:

> An introduction to research methods students are likely to use, or need to understand in public relations practice, for example in studies or organizational communication, public awareness and attitudes. Students will carry out a research

project in consultation with faculty (M.S.V.U., 1985, p. 144).

The second course offered in the area of research is statistics. This course is a full unit and therefore is taught over the space of two semesters. The purpose of the course is to introduce the student to statistics including the terms, functins and concepts of the field. After the course, the student should be capable of reading intelligently, quantitative studies based on data which have been statistically obtained and undergone statistical analysis.

These course in the Canadian curriculum partly respond to the current developments in the public relatins practice. The previous chapter in fact noted an increase in activity in three areas that have been grouped under the term research. The three areas of increase include issues management, futures research and research. These are also the areas which the courses approach to a certain extent.

Brown, in adapting an American Design for Education for Canadian unviersities and the Canadian situation had recommended actions for the curriculum which the current curriculum appears to meet. In his adaptation, Brown suggested that there were a minimum of two subjects in the field of research with whih the student should be acquainted. While considering the current developments in the picture, he recommended an Introduction to Survey Research course and a course on Propoganda and Public Opinion (Brown, 1985, p. 249). These interests are considered in the curriculum in several instances. For one, the statistics course provides information that will give the student a good indication of the concepts and tools used in survey research. The research methods course, on the other hand, probably more directly approaches the area of survey research. This is a tool commonly used in public relations research and as such could be covered in the course which aims to introduce "research methods which students are likely to use". This Research Methods course will more than likely cover to some degree propoganda and public opinion. The areas of propoganda and public opinion are much the same as public awareness and attitudes, areas which the course is described as studying.

Anderson (1986) who, as discussed earlier in this chapter, defined the term Planning to include an extensive list of related subjects/activities, has approached the definition of research in much the same manner. Anderson's definition serves to give dimension to the term as it is discussed in the literature. This helps to give an added breadth of understanding of the term. As he defines it, the term research includes the following related subjects/activites:

Research/Design/Processes/Techniques:
Public Opinion Polling/Surveys;
Fact-finding/Applied Research;
Observation/Performance Measurement;
Social/Communication/Employee Audits;
Issue Tracking;
Focussed Interviews/Focus Groups;
External Research Servcies/Consultants
Media/Cliping Analysis

(Anderson, 1986, p. 17)

By Anderson's definition of the activities and subjects involved in research, the curriculum meets to some extent the current trend towards more work for the professional in the area of research. The statistics course, for one, approaches the following subjects/activities: Research/Design/Processes/Techniques; Public Opinion Polling/Surveys; Fact-finding/Applied Research; Observation/Performance Measurement.

In the treatment of these subjects in the statistics course, there is a limit to how much can be explored over the period of two semesters. As the course is more advanced than an introductory level, conceivably it consists of sections that explore conceptual developments of statistics, and presents the inherent logic through a review of various statistical equations. Introductory courses also focus on elements of the accuracy of statistical statements, the development of design and such characterizations as random sampling, population, descriptive and inferential statistics, variables, graphic representations, distributions, hypothesis testing, and finally the role of statistics in research.

The above concepts imparted in the statistics course are related to a degree to elements of research including observation and performance measurement for example. These same elements are also approached by other concepts in the statistics course such as population sampling and the application of statistical equations in hypothesis testing. Other elements of research are explored in the statistics course as well including Anderson's Design, Process, and Techniques. All the concepts presented in the statistics course are direct representations of format processes and techniques in research. In itself, the statistics course exemplifies certain elements involved in the process of public opinion polling and surveys. The field of statistics is presented as a fact-finding tool and is an example of applied research. Because the Research Methods course includes the exploration of methods commonly used in public relations practice, it is conceivable that this course would also include key elements of research activities as listed by Anderson. As such, the elements of research covered in the course would be of a qualitative and quantitative nature since research in public relations involves the use of tools that are both formal and informal (Cutlip and Center, 1986, p. 151 - 159) (Newmon and Scott, 1985). As in other professions, the public relations professional relies on methods that involve designing experiments, doing research with samples, and testing hypothesis (Newmon and Scott, 1985). It also relies on the qualitative side of research that typically focuses on an event, process or concept in a case study as being informal and provides an understanding of the subjects by using contextual descriptions and detailed analyses.

Some of the subjects/activities from Anderson's list that could be reviewed in the course include Public Opinion Polling/Survey; Fact-finding/Applied Research; Observatio/Performance Measurement; Focused Interviews/Focus Groups because these are some of the formal and informal elements involved in the tools used to carry out public relations research as discussed below.

The public relations research process involves a pattern that is similar to most opinion, market and academic researchers. The process is defined for public relations as involving the following steps:

1. Statement of the problem
2. Selection of a manageable portion of the problem
3. Definition of the concepts and terms
4. Literature search
5. Development of a hypothesis
6. Determination of a study design
7. Gathering of data
8. Analysis of data
9. Recording of the implications, generalizations, conclusions

(Newmon and Scott, 1985, p. 147)

Typical formal and informal tools involved in the public relations research process include the following: Cross-section Surveys; Survey Panels; In-depth Interviews; Focus Group Intervies; Control Analysis; Questionnaires and the Delphi Process (Newmon and Scott, 1985, p. 151). Combined or individually, these tools represent the aforementioned subjects/activities from Anderson's list which the Research Methods course more than likely approaches.

The two courses combined cover a number of elements of research in the public relations field. The current curriculum, therefore, responds to some extent, to the increase in research. To some extent, students hould become familiar with a considerable number of concepts and notions in the process and nature of the activity. However, it is not indicated either directly or indirectly whether the remaining subjects/activities in Anderson's definition are approached in the courses. Knowledge of these other subjects/activities which play a role in public relations research, would provide a more comprehensive understanding of the research process. The subjects/activities not included in the courses include Social/Communication/Employee Audits; Issue Tracking; External Research Services/Consultants; Media/Clipping Analysis.

The literature, as was discussed in Chapter Four, indicates that issues, for instance, are playing an increasing role in the practitioner's function and responsibilities. To require this in the curriculum, is to require an element of the practice that makes up a considerable amount of time. On the other hand, audits provide a means for the practitioner to understand the environment in which he works so that he can carry out the activities that have recently developed in the practice such as increased counselling to management and assistance in policy development. Audits help the practitioer to track problem areas to this affect (Newsom and Scott, 1985, p. 66). They essentially provide information on a subject that helps managers to acquire a reasonably accurate viewpoint from a global perspective. Other activities can supplement the information gathered fromt he research methods thus far discussed. These methods include External Research Services/Consultants; Media/Clipping Analysis. These are tools which can facilitate the research process.

As discussed in the previous chapte, the increase in the time spent in research is a result of developments in other areas. In general, it was suggested that the research role grew important because it was a tool that helped in several processes including issues management, policy-development and decision-making. Because the two courses recognize and approach important facets of the research process, the current curriculum responds to the development in researh. Moreover, the activities listed by Anderson, which are approached in the courses, are key factors in the proceses of issues management, policy-development and decision-making. These three processes have in common certain requirements in order to enable them to run effectively. The processes, for instance, require use of fact-finding which provides information that is needed before a decision or policy can be made, or simply to understand the issues facing management. Observation is another activity that is needed to facilitate the processes. Issues management involves the observation of trends and changes, the results of which ultimately affect policy development and decision-making. Applied research is also a means by which information can be gathered to influence policies and decisions.

Other subjects/activities that the two courses cover indirectly relate to the processes discussed in the previous paragraph. Designs, techniques, public opinion polling and performance measurement are all tools which can be used to gather information for issues management, and to help arrive at informal decisions and policies.

Futures research techniques are tools which also help in the management policy-making and decision-making processes. The literature, as discussed in Chapter Four indicates the usefulness of the tools in the two processes. The literature also indicates that in the area of research, there has been the development of futures research techniques to gather information that will facilitate the aforementioned processes at the management level.

The statistics course currently offered in the Canadian curriculum does not approach futures research. The Research Methods more than likely concentrates on the traditional methods used to conduct research in public relations because of time constraints. As discussed earlier in this chapter, there already exists a substantial amount of informal and formal research methods in the public relations practice. The course, which aims "to introduce research methods students are likely to use" would more than likely concentrate on the traditional and frequently used methods.

Brown indicates that there is a need for students to become acquainted with the futures techniques. The author reasons that due to an increase in the need for policy-making public relations advisors, there is subsequently an increased need to identify issues and opportunities in advance (Brown, 1985, p. 15). Futures research techniques are tools to use in the process.

A review of courses currrently available in the Canadian public relations curriculum but not directly listed as a "research" course does not indicate that there are other areas which might cover the subject of futures research. To this extent, the curriculum does not respond fully to the developments in contemporary practice, one of which is increased activity on the part of the professional in the area of futures research techniques.

General Education and the Canadian Public Relations Curriculum

There are several courses currently available in the public relations curriculum that fall in the area of general education. The description of the current curriculum in Chapter Three presents the following courses: two English courses, Two Foreign Language course, two Social Sciences courses are also available including the compulsory Economics and one of the following - Political Science, Business or History. Another Social Science course entitled Government Administration is optional. Also, under general education, a Statistics course is compulsory. In the discipline of humanities, one of the following courses is compulsory - Nature of Language, Business Ethics, or Reasoning and Argumentation. The Aesthetics of Film is another compulsory course. Finally, two other courses are compulsory in the area of general education including Computer Literature and an Introduction to Computers in one of the following computer languages - Basic, Cobol, or Pascal.

The purpose of these courses is to provide the student with a general liberal arts and humanities background (M.S.V.U., 1985, p. 144).

Subsequently, the general education portion of the program aims to produce a student who has a general understanding of these subjects, but also has a general understanding of human achievements and potentials in this area.

In the previous chapter, there was indication in the literature that a development in public relations was the expansion of the practice to include a variety of fields. This broadening of scope was partly due to the increased responsibilites of the professional in the areas of management and particulary in issues management. As discussed in Chapter Four and earlier in this chapter, the management of issues would involve the monitoring and understanding of a variety of different subjects and disciplines. Because of this development, the professional would be exposed to numerous evolutions concerning his organization and its environment.

The increase in the fields that relate to the functions of contemporary practice indicates a need for professionals prepared for this development. Wakefield and Cottone (1986) propose that this preparation will come when curriculum helps develop what they have called public relations generalists. They coined the term to represent the diverse scope of understanding which in addition to the areas of communications and public relations are needed in contemporary practice. The authors recommend a curriculum that:

> recquires courses equipping students as generalists
> to function in such areas as issues identification,

> planning, management, and evaluation, human relations employee relations, consumer relations, investor relations, media relatios, governemtn regulations, business management, research and evaluation, issues management, conflict solution, marketing, advertising, lobbying, speech writing, fund raising, design (M.S.V.U., 1985, p. 45).

The curriculum should allow an emphasis that acknowledges the diverse nature of the field.

The curriculum can reflect this diversity by blending multi-disciplinary orientations in public relations programs. A multi-disciplinary approach could show a shift in the practice from publicity specialists to public relations generalists. As such, the multidisciplinary approach also reflects the new environment of the public relations practice because it covers the elements which the professinal must consider in the course of his work. These elements as discussed are due to the new emphasis on issues and management policy-making and decision-making which conceivably can take the professinal into areas that are developed from disciplines such as economics, political science, social sciences and cultural studies (M.S.V.U., 1985, p. 45).

Brody also supports a multi-disciplinary approach. He contends that the curriculum should be developed in a way to accomodate an expanding body of knowledge and skills within the most flexible of curriculum specifications (Brody, 1984, p. 42). He reccomends this expansion in order to acknowledge the developments in the profession towards expansion of knowledge and field of application because of work done in different disciplines.

This multi-disciplinary approach can be reflected in Anderson's definition of liberal arts. By encompassing the subjects and courses that commonly are included under this category of liberal arts in the public relations curriculum, we find a hodge podge of courses from different disciplines. (This approach to defining liberal arts, is the same approach Anderson took to define the terms planning and research.) According to the author, the following subjects encompass the liberal arts sector: English, Economics, Humanities, Behavioural Sciences, Political Science, History, and Sociology (Anderson, 1986, p. 18).

The current curriculum in Canada, because it has a multi-disciplinary approach with flexible specifications, also acknowledges the development. As discussed earlier in this chapter, several courses in the liberal arts aimed at broadening the students outlook and providing a general education background (M.S.V.U., 1985, p. 141). As such, it acknowledges the expansion of the profession that requires a general education.

CHAPTER SIX

Conclusions and General Observations

Conclusions

This final chapter presents conclusions drawn from the information presented in Chapters Four and Five. Respectively, these chapters analyzed the recent developments in the practice of public relations and reviewed whether the current curriculum recognizes those developments at least to the xtent the subjects were included in the curriculum. In this chapter, the conclusions are based on the areas that were identified in Chapter Five as not being reflected in the current curriculum though they were determined earlier as representing significant developments in the public relations practice.

The areas that are not recognized in the current curriculum hold implications for public relations education in Canada. The implications (or conclusions as they are called in this chapter) are that those subjects dealing with developments in the profession are the courses which should be considered to be incorporated into the curriculum in order to reflect the contemporary practice. At the same time, these conclusions with respect to what the curriculum does not reflect will necessarily put a focus on the courses in the curriculum that do reflect developments in the contemporary practice. As in Chapter Five, the subjects that represent the developments in the practice which are or are not recognized in the current curriculum are grouped into three categories. These categories include Management, Research and General Education.

Conclusions in the area of management

In Chapter Five, it was noted that in the area of management, the current curriculum responds to certain developments. Specifically, the curriculum recognizes the areas of Issues Management and Contingency/Crisis/Disaster Planning which have been determined as areas in which there has been much development in the practice of public relations. However, it was noted that the curriculum does not directly respond to the increase in the need for certain management skills. These skills include Setting Goals, Objectives, Strategies, Tactics; Audience Segmentation, Problem/Opportunity Analysis; Budgeting; Timetables/Calendaring; Assigning Authority/Responsibility; Planning Theory/Techniques/Models ; Organizational Background/Philosophy/Cutline. These areas should be included in the curriculum as they have been determined to be areas of increasing importance in the public relations practice.

Conclusions in the area of research

For the most part, the current curriculum reflects the developments in the area of research in public relations. One course in particular, entitled Research Methods, has the potential to present a body of knowledge that can act as a foundation which allows the student to acquire skills and add supplemental information. Several subjects that deal with such developments are identified in Chapter Five as being reflected in the current curriculum. These subjects included Research/Design/Processes/Techniques; Public Opinion Polling/Surveys; Fact-finding/Applied Research; and Observation/Performance Measurement.

The following subjects were determined as important developments in the practice in Chapter Four but are not included in any conceivable form in the curriculum: Social Communication/Employee Audits, Issue Tracking; External Research Services/Consultants; Media/Clipping Analysis, and Futures Research Techniques. The implications for public relations education in the area of research, therefore, has to include the consideration of incorporating these courses into the current curriculum.

Conclusions in the area of general education

As discussed in Chapter Four, the developments in contemporary practice indicate a need for the professional to have knowledge in a variety of subjects, most notably in the liberal arts. As seen in the last chapter, the literature in public relations education suggests the need for this kind of knowledge in the profession can be fulfilled by providing a strong liberal arts element (otherwise referred to as general education) in the current curriculum. As reviewed in the last chapter, the current curriculum in Canada meets this need because a great portion of the courses fall into the area of liberal arts. The current curriuclum therefore acknowledges fully the development in the practice in the broadening of the scope of knowledge.

General Comments

Overall, the current curriculum offered in Canadian public relations education responds to developments in the public relations practice. In fact, some writers have indicated the public relations program in Canada surpasses those in the United States because of its relevancy to contemporary developments (Scrimger, 1986). At the least, all the subjects that represent the areas in which developments have taken place are reflected in the curriculum. The problem is that it cannot be clear to what extent the subjects are being reflected. The terms used throughout the study such as "respond to", "recognize", and "acknowledge" indicate only that the suject is part of the curriculum but does not define how much it is a part of the program: There is no indication how much of the topic the curriculum enables to be covered.

As current research in public relations education allows, it cannot be known whether the knowledge imparted in the subjects is sufficient to meet current developments in the practice. This revelation presents a research problem that begins were this study ends. In order for the curriculum to accurately reflect contemporary developments it will have to be known how important the developments are in the overall function and nature of the practice. This is why it is suggested that further research into the functions of public relations in Canada might be useful to determine the nature and function of the practice. For instance, research that tries to measure the level of importance of development would give some prioritization to various subjects. The results would therefore provide a base of information to help determine what kind of change is needed in the curriculum to reflect the skills and knowledge public relations professionals need in contemporary society. The program can then be designed to equip the future professional with the skills that will enable him or her to work efficiently in contemporary practice. Until such research is available, it will be difficult to evaluate in a precise, emprical way whether the curriculum reflects the profession.

The limitations of this study indicate at least two areas that are suitable for further research. First, while this study is limited to identifying current developments in the field, another study could, for instance, go further and try to determine the worthwhileness of these developments. This worthwhileness could be defined in a number of ways , two of which could include the effectiveness of the skill or knowledge or the suitability of the skill or knowledge in one organization as opposed to another type.

This critical view of the developments identified in this study also leads to a second research question which falls outside the limits of this thesis: Is it effective for a professional program like the one in this study, to be directed more towards training students to work with current skills and problems rather than educate them? Can a balance be found between the objectives to "train" and to "educate" These are the type of questions that have surrounded other university programs oriented to preparing students for entry into professions. The limits of this study indicate a need for similar discussions in the area of public relations education.

One final comment should be made on the qualtative approach chosen to study the implications for the curriculum on public relations education in Canada as a result of recent developments in the practice. At the outset, it was decided that a descriptive method could lend itself to the research paradigm that served as the purpose of this study. A descriptive method was appropriate to the broad nature of a paradigm that encompassed the analysis of a whole curriculum. In the dialectic approach used in this study, the conclusions are bound within the area of study which was the field of public relations education. This area of study directed and limited the inquiry and the interpretations of the results. This is what should be kept in mind while reviewing the conclusions of the study.

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Appendix A

A comprehensive definition of public relations

THE PUBLIC RELATIONS DEFINITION

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by Dr Rex F Harlow

A Working Definition

Public relations is a distinctive management function which helps establish and maintain mutual lines of communication, understanding, acceptance and cooperation between an organisation and its publics; involves the management of problems or issues; helps management to keep informed on and responsive to public opinion; defines and emphasises the responsibility of management to serve the public interest; helps management keep abreast of and effectively utilise change, serving as an early warning system to help anticipate trends; and uses research and sound and ethical communication techniques as its principal tools.

A Description-Definition

1 Public relations is a specialised body of knowledge, skills and methods.

2 It is a management function which deals with the relations between two or more organisations or publics, both national and international, producing the kind of relations desired or used by those organisatons or publics.

3 Public relations activities are carried on by practitioners, who serve many types of organisations and publics, such as business, government, finance, labour, education, scientific, trade and professional organisations, special interest groups, racial and sex groups, customers, stockholders, employees, suppliers, opinion leaders, cultural groups, and others.

4 The public relations practitioner, seeking to serve the public interest, is aware of the influence of public opinion on decision-making and decisions, and counsels and communicates in the following ways:

a Serves as a two-way conduit between an organisation and the public.

b Makes an effort to project not only what the organisation is but also what it has been and is becoming, by interpreting it to the public in terms that people can understand and interpreting the public to members of the organisation in terms they can understand.

c Researches the organisation's relations needs, as well as the attitudes held by its publics, recommends a policy and a programme to meet them, and measures the effectiveness of the policy and programme.

d Seeks to build and maintain favourable recognition of the organisation by establishing an interchange of information between the organisation and its publics on the social, political, economic and other important forces in our society, depending on feedback from the public for guidance.

e Suggests adjustment of the organisation's behaviour to meet the social, political and economic responsibility and the needs created by shifting human standards and attitudes, as research indicates.

f Strives to anticipate and correct false impressions and respond appropriately to criticisms of the organisation.

g Sees that meaningful relations are maintained with the government and that legislation and regulations affecting the organisation are reported to management and suggestions are made for dealing with them.

h Conducts research on the public's attitudes, especially of audiences that are important to the organisation, and informs management of the attitudes found.

i Tries to help the organisation demonstrate a keen sense of social responsibility along with profit responsibility.

j Assists members of the organisation to speak clearly and forthrightly in all public contacts when presenting facts and viewpoints.

k. Helps management read the signs of the times correctly, apply them constructively, and think in terms of change.

l Uses as important tools public opinion and other forms of research, the principles, methods and research findings of the social sciences, visual, written and spoken presentations in the press, the radio, TV and film tape.

m Serves as a part of management, either as an internal staff member or officer or as an external professional counselor or consultant.

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Appendix B
Public Relations Program Sequence
at Mount Saint Vincent University

REGULAR PROGRAM

Year One

BUS 110	Introduction to Business	1
FRENCH	At the the 100 level	1
ECO 100	Introduction to Economics	1
PRL 105	Mass Communication I	1/2
PRL 100	Introduction to Public Relations	1/2
PRL 211	Writing and Reporting I	1/2
PRL 212	Writing and Reporting II	1/2

YEAR TWO

FRENCH	At the 200 level	1
MAT 203	Statistics	1
PRL 205	Mass Communication II	1/2
PRL 311	Advanced Writing & Reporting	1/2
PRL 200	Advanced Public Relations	1/2
S&D 201	Public Speaking	1/2
PRL 215	Audio-Visual Communication	1/2
BUS 230	Marketing	1/2

YEAR THREE

PRL 312	Print Media: Planning & Writing	1/2
PRL 307	Graphics	1/2
PRL 315	Radio and Public Relations	1/2
COMPUTER	CS 150 or 151 or 154 or 155 or 156	1/2
ENGLISH	One Unit from: 103, 106, 107, 150, 151	1
PRL 409	Research Methods for Public Relations	1/2
BUS 333 or 306	Advertising or Government Admin.	1/2
ARTS	FA 294 or PHIL 220 or RS/BUS 250 or FR/LING 280 or POL. 227 or POL. 214	1/2
ELECTIVE	ELECTIVE	1/2

YEAR FOUR

PRL 407	Management I	1/2
PRL 408	Management II	1/2
PRL 325	Television and Public Relations	1/2
ENGLISH	At or above the 200 level	1
ELECTIVES	ELECTIVES	2 1/2